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ABSTRACT

This practicum report describes an attempt to correct the inadequacies and improve the volunteer program in the Lower School of the University School of Nova University. The revised program endeavored to satisfy teachers and volunteers by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers. Additionally, the scope of the program was expanded to include volunteer activities that could be done at home, so that all interested persons could be involved. To achieve these aims, a needs assessment survey was administered to Lower School teachers; prospective volunteers' interests and skills and preferred type of time commitment were identified; parent volunteers meeting teachers' needs were recruited; orientation sessions for teachers and volunteers were planned and conducted; the program was supervised and maintained; and an evaluation component was developed and administered. Outcomes indicated that the revised and expanded parent volunteer program was a positive experience for both staff and volunteers. Teachers stated that the use of parent volunteers helped them to enrich the children's experiences. Eighty-two percent of parent volunteers were matched with tasks reflecting their stated interests. Many related materials, such as sample forms, evaluations, field trip guidelines, and public relations materials are appended. (Author/RH)

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Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction

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NOVA UNIVERSITY

Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction

by

Virginia Haley

A Practicum 2 Report Presented to the Ed. D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1985

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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Approved:

8/10/85
Date of Final Approval of Report

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ABSTRACT

Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction
Haley, Virginia A., 1985: Practicum Report, Nova University Ed. D. Early Childhood Education Program
Descriptors: Volunteers/Volunteer Training/Tutors/School Personnel/Parent Role/Parent Participation/Parent Teacher Cooperation/Parent School Relationship/Early Childhood Education/Preschool Education/Fundraising

This practicum was designed to strengthen and expand the existing parent volunteer program in the Lower School. The primary goal was to provide both teacher and volunteer satisfaction by matching specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers. A second aim was to expand the scope of the program to include activities that could be done at home, so that anyone who wanted to be involved could be involved.

In order to meet the goals, the writer administered a needs assessment survey to Lower School teachers; determined interests and skills of prospective volunteers and the type of time commitment they preferred; recruited parent volunteers to meet teachers' needs; planned and conducted orientation sessions for teachers as well as volunteers; supervised and maintained the program; and developed and administered an evaluation component.

The results of the practicum were positive. Analysis of the data revealed that the revised and expanded parent volunteer program proved to be a positive experience for both staff and volunteers. Teachers indicated that the use of parent volunteers helped them meet the needs of individual children and enabled them to enrich the experiences of children beyond what is typically available in school. In addition, 82% of parent volunteers were matched with tasks reflecting their stated interests.

Chapter I

INTRODUCTION

The Work Setting and the Writer

The University School of Nova University is a private, independent, non-profit school for children from preschool through twelfth grade. Since its opening in 1970-71, its enrollment has increased from 100 to over 1300 by 1984. The University School now has two campuses, the Davie campus (preschool through grade twelve) and the Coral Springs campus (prekindergarten through grade eight). It is part of Nova University's "School Center," an administrative unit that also includes Camp Nova, a nine-week academically-oriented summer camp. The University School is fully accredited by both the elementary and secondary bodies of the Southern Association of Colleges and Schools, by the Florida Council of Independent Schools, and by the Association of Independent Schools of Florida.

The school operates as a day school and draws the majority of its population from Broward County; however, students come from as far south as Miami Beach and as far north as Boca Raton. Students are accepted into the program on the basis of prior school records, recommendations, and personal interviews as well as a testing procedure that provides both an evaluation of the child's learning in previous school settings and a measure of his or her ability to learn in the

University School environment. Students of average, above average, and exceptional ability are considered for admission. The school does not have the resources to meet the needs of students with severe learning, behavioral, or emotional problems, and such students are referred to other appropriate schools in the community. According to the most recent promotional bulletin (Nova University, 1983), virtually all (97%) University School graduates go to college.

Faculty members are selected from applicants from all over the country and are highly qualified as well as state-certified. Of the approximately 150 teachers and administrators, over half have earned graduate degrees (including doctorates) and one-third are presently enrolled in advanced degree programs. In addition, staff members are thoroughly experienced in techniques of individualized instruction.

The school is committed to the belief that each child is unique and strives to educate each child according to his or her ability, developmental level, and learning style. Thus, progress is an individual matter, as each child grows intellectually and physically according to his or her own rate. The school environment is humanistic, warm, and nurturing although academic expectations of students are high. The basic skills of reading, writing, and arithmetic as well as computer literacy and word processing are integral to the school's curriculum. Thus the school blends that which has been found to be traditionally sound with innovations deemed

necessary for success in the high technology world of the future.

In the Lower School (preschool through kindergarten for children two and a half to six years of age), the learning environment has been set up using an interest center approach. In the four such centers (Play and Communicate--language arts; Play and Learn--mathematics and problem-solving; Play and Discover--science and art; and Play and Imagine--social studies and imaginative play), instruction in the basic skills is combined with the development of concept formation, social competence, creative expression, and sensorimotor skills. Each child has a teacher who is part of a teaching team. This team plans a total program for all children, providing variations in objectives, activities, and materials used so as to accommodate the special needs of the individual child. Each child--at any point in his or her progress through the school program--is acquiring basic skills, practicing these skills, and using the reinforced skills creatively as he or she interacts with materials within the planned environment of each center.

The writer of this practicum had a variety of educational experiences prior to her present position at the University School. Such experiences include teaching English for six years, one year in a junior high school and the other five in a high school; operating a state-licensed day care home (for children from birth to six years of age) for three years while earning a master's degree; working in the

Broward County Program for the Visually Impaired (children ages 3 to 5); and working in the University School prekindergarten and kindergarten as a parent volunteer.

Joining the University School staff in the fall of 1979, this writer worked with two other teachers to develop and implement a preschool program for children 2½ to 4 years of age. The following year was spent on the prekindergarten team, planning the language arts program for children 4 to 5 years of age and teaching the total program to one of the four classes. For the past three years this writer has served in her present position as team leader of the prekindergarten team. In addition to full-time teaching duties and responsibilities, the team leader coordinates, administers, and supervises all activities of the team of four teachers and two teacher aides. Specific responsibilities relevant to the problem discussed in this practicum report include the following:

1. Assisting in the orientation of new staff members to the University School philosophy and program
2. Scheduling and conducting weekly team meetings for program planning and assessment and for discussion of team needs and concerns
3. Coordinating efforts of the teaching team and Director to meet specific individual needs of children
4. Conferring regularly with the Director in regard to progress, needs, and/or concerns of Lower School teachers, students, parents
5. Offering consistent "avenues" for communication with teammates and parents

6. Scheduling effective use of teacher-aides and parent volunteers

The Community

Broward County is a popular sunbelt community which has experienced a period of explosive population growth and economic expansion within the past fifteen years. Tourism continues to be the biggest industry, but a movement to attract other industries as well is currently underway. According to the "1981-82 Report of the Superintendent of the School Board of Broward County, Florida," its public school system--with its 160 schools and 127,000 students--now ranks as the second largest in the state of Florida, the tenth largest in the United States, and the nation's largest fully accredited school system.

Critics believe, however, that this quantitative growth has been achieved at the expense of quality education. Although the instructional programs claim to provide both basic knowledge and enrichment to all students, whether vocationally-oriented or college bound, educational achievement is considered by many to be low. In addition, the system has suffered from adverse publicity regarding problems which tend to plague all large school systems in the United States, problems such as assaults on students and teachers, vandalism, arson, theft, extortion, weapon possession, and drug abuse.

Thus concerned parents, seeking to provide an education of the highest quality in a safe and secure environment,

explore the educational alternatives provided by private schools. According to market surveys, most University School parents are dissatisfied with the quality of education offered by the neighborhood public schools and have heard about the University School through word-of-mouth. They are for the most part from the upper-middle class and are engaged in professional or semi-professional vocations.

A survey conducted in March of 1983 and completed by over 1,000 parents of University School students revealed that a high percentage of parents have college or graduate degrees: 26.5% of mothers and 18.2% of fathers have college degrees while 17.8% of mothers and 32.4% of fathers have graduate degrees. Although many of the mothers are homemakers, 56% are white collar workers. The largest percentage (49%) of University School fathers enjoy professional occupational status, mainly as doctors and lawyers, while 37% are white collar workers.

University School parents appreciate the school's humanistic approach, its high standards of academic excellence, and its policies of individualized instruction, close home contact, and small class size. Although they tend to be active supporters of its programs, they also have high expectations of such programs and those people responsible for them and expect the staff to be responsive to their personal needs as they arise.

Chapter II

STUDY OF THE PROBLEM

Statement of the Problem

As stated in its most recent promotional pamphlet (1983), the University School has as its goal "to educate each child according to his or her ability, talent, and learning style." Its programs are designed to meet the needs of its students, and the philosophical overview is that each child is expected to "reach or exceed his or her full academic potential." The school works closely with parents and expects their cooperation in planning their children's academic programs. In addition, parents are given many opportunities to participate in the educational, cultural, and social development of their children.

Involvement of parents in the educational process is particularly important to the success of early childhood programs (Kelly, 1981) as it assists them in better understanding their children and facilitating their children's growth. One way this has occurred at the University School is through the participation of parents in the school's volunteer program. The Lower School Student/Parent Handbook for 1984-85 contained this statement:

> The Lower School Parent Volunteer is a special person who can schedule a specific time to work in our program each week. If you can commit

yourself to work with our teachers and children on a regular basis, please contact the Lower School Director. Your talents are needed!

Despite the school's encouragement of such involvement, however, a number of problems had been apparent in the school's volunteer program over the last several years. The main problem was that there were not enough volunteers to fill teacher requests. Absenteeism was high even among the more "regular" volunteers, as was the attrition rate. In fact, many volunteers did not return after two or three sessions. In addition, the range of activities performed by volunteers was limited in scope, consisting largely of academic activities involving one-to-one or small group instruction. Working parents, unable to make the commitment necessary when working with young children on this basis, were thus excluded from the program.

Teachers, pressed for time, often found it difficult to adequately explain purposes behind tasks and as a result received little useful feedback regarding the performance of individual children. Volunteers were often to be seen standing around, waiting to put their abilities to use, or conversing with other adults. Those working with children at times appeared to be bored and were ready to leave before the designated time.

Briefly stated, the problem was that the volunteer program in the Lower School was inadequate and thus failed to meet the needs of both the teachers and the volunteers and, ultimately, the children.

Documentation of the Problem

Conversations and informal interviews with various members of the staff revealed that teachers were dissatisfied with the volunteer program as it currently existed. The primary concern was that there were not enough volunteers. Of those that did sign up, teachers noted that many were unreliable. Some arrived late while others failed to arrive at all, causing annoyance to teachers who had prepared special activities and disappointment to students looking forward to their "turn." Teachers also observed that a significant number of volunteers tired easily of typical early childhood education tasks and seemed to prefer talking with other adults. Other volunteers, teachers reported, full of enthusiasm but unschooled in the University School methodology, tended to take matters of teaching and discipline into their own hands. Teachers who were interviewed did not feel that the volunteers were entirely to blame for the problems, however. They admitted to frequently not having time to train volunteers in certain types of activities and to adequately specify the purposes of many activities.

In addition to talking with teachers, this writer approached a number of volunteers and "former" volunteers in order to learn how they viewed the program. Some, having found their niche, reported being quite comfortable and happy participating in the program. However, of the "former" volunteers who were informally interviewed, only half quit

because of other commitments (family, new jobs, illness); the other half were clearly dissatisfied. The most frequent complaint of dissatisfied volunteers was that they did not feel that their help was particularly needed or appreciated. They observed that teachers had nothing planned for them to do when they arrived at their scheduled times, then quickly gathered up some materials and sat them down with some students. Others felt that they had much more to offer than the assigned tasks demanded. Several admitted that they found the tasks to be routine and boring and one parent commented that students were sent to her in "assembly line" fashion. Still other individuals approached this writer saying that they had never been contacted in regard to the volunteer program although they had completed a form (Appendix A) at the beginning of the school year expressing their interest.

This writer also spoke with the team leaders of the preschool and the kindergarten. They both indicated that parent participation had decreased over the last several years and that the program appeared to have lost its momentum. Although formal documentation of the numbers of volunteers and numbers of hours contributed was non-existent, participation was so low that it was quite easy to recall those who volunteered and to estimate the number of hours contributed. The prekindergarten team leader (this writer) joined the others in completing the following chart:

Table 1

HOURS OF SERVICE

	PS			PK			K		
	1983 1984	1982 1983	1981 1982	1983 1984	1982 1983	1981 1982	1983 1984	1982 1983	1981 1982
Instr'al (Clssrm)	0	60	16	606	228	60	52	75	25
Room Mothers	40	40	40	45	48	36	12	12	12
Field Trips	84	72	36	76	108	64	60	60	60
Special Occasions	90	96	54	120	96	96	54	54	45
Other	*144	0	0	**68	0	*20	0	0	0
TOTALS	358	268	146	915	480	276	178	201	142
	* Swimming Supervision			** Fri. Funtime *Sw. Superv'n					

Analysis of the Problem

In analyzing the causes of the problem, it was necessary to take a closer look at the actual operation of the program. Each year, when school began at the end of August, parents were asked to complete a form (Appendix A) indicating their willingness to volunteer and listing times when they were available. Because the prospective volunteer was asked to make a commitment of one morning a week, full-time working parents and many parents of infants and toddlers were

unable to participate in the program. This factor alone eliminated approximately 60% of the potential applicants, thereby greatly reducing the number of volunteers in the classroom. Since other types of volunteer activities were not indicated on the form, both the parents and the staff tended not to consider other possibilities.

Those parents who indicated an interest in volunteering were invited by the Lower School Director to an orientation session in mid-October. It was likely that during this six-week lapse, a number of parents lost their initial enthusiasm and/or made conflicting commitments--a factor which, if true, further reduced the number of potential volunteers. At the conclusion of this meeting interested parents were asked to make a definite time commitment, once a week in the morning from nine o'clock to eleven-thirty. They could specify a particular area of interest or expertise (art, science, math, language arts, etc.) if they so desired, but few did. Thus, interests, skills, and talents of volunteers often were not known by staff members who worked with them. This factor pointed to the probable cause of several problems already noted (absenteeism, attrition, boredom): a match had not been made between the volunteer and the task so that in many cases the volunteer's skills were being under-utilized.

The Lower School Director then met with the Lower School staff for the purpose of assigning volunteers to the divisions of Lower School--preschool, prekindergarten, and kin-

dergarten. Until recently the policy was that a parent could not work in the division attended by her own child, but in an effort to increase volunteer participation this policy was often disregarded. Team leaders in turn assigned volunteers to teachers who had requested their services. From this point on, the teacher was responsible for providing tasks, training, supervision, and support. There was no further recruitment (except on a one-to-one basis) or orientation, and there was no evaluation component.

At this point in the writer's analysis, several probable causes of the problem became apparent. Taranto and Johnson (1984) in their excellent book about educational volunteerism stated that while most school coordinators use effective methods when recruiting potential volunteers for the first time, many omit "techniques that are needed to keep these persons aboard." Such techniques include the components these authors consider to be the heart of an effective program: orientation, training, utilizing volunteers, and evaluating the volunteer program.

The training of volunteers in this writer's job setting had been largely a "catch-as-catch-can" effort. Since a teacher was involved with her class when a volunteer arrived, she had to explain and demonstrate the day's task as she simultaneously attended to the needs of several children. Since space was also extremely limited and relative quiet was often desired, the volunteer and children usually worked away from the regular class area, making supervision diffi-

cult. As a result, volunteers often felt isolated and unsure of themselves and when children performed poorly they worried that they were not presenting the task properly. The lack of training thus led to volunteer dissatisfaction, often expressed in absenteeism and high turnover, and teacher dissatisfaction as well.

Teachers must receive training as well as volunteers (Brock, 1976; Carter & Dapper, 1974; Johnson, Guinagh, Bell, & Estroff, 1977; Lundsteen & Tarrow, 1981; Miller & Wilmshurst, 1975; Taranto & Johnson, 1984), a fact that is commonly overlooked even in otherwise well-planned programs. Teachers are largely unschooled in techniques for training and working with volunteers. They are unaware of the various roles volunteers can perform, what they can expect from volunteers, how best to adapt volunteer's special skills to their own needs and/or the needs of students, how to work with volunteers as a team, and what to do when comflicts arise. In this writer's job setting, teachers were encouraged to plan interesting and varied activities and to follow up with the volunteer regarding a student's performance and volunteer satisfaction. However, there was no special training or even a support system for teachers who used volunteers. This lack of orientation and training efforts for teachers also contributed to the program's inadequacies.

Clearly, the cart had been put before the horse, causing weaknesses in the program. The school desired a parent

volunteer program, but its goals and objectives were unstated and steps to implement the program were missing. Volunteers were recruited with no specific purposes in mind; teachers were encouraged to use volunteers but untrained in how to do so most efficiently; volunteers sometimes arrived and found no worthwhile tasks to perform while at other times tasks and children were ready and waiting but the volunteer's training to perform the task had been insufficient. Above all, there was no school volunteer coordinator to provide the leadership that such a program demanded.

This had not always been the case. During the 1978-79 school year a Nova University doctoral candidate designed and implemented a school-wide volunteer program. The following year responsibility for managing the program was assumed by a parent. Since that time, the school had grown and changed considerably. Whereas all grades had previously been housed in one building, at the time of this report they were in five separate buildings.

Change had been particularly evident in Lower School. The kindergarten had remained in the main building, but the prekindergarten had moved to a former residence located behind the main building. In addition, a preschool had been added to accommodate younger children. Also housed in a former residence, the preschool was located near the prekindergarten. Feeling that its needs were unique, the Lower School preferred to do its own in-house volunteer program since these changes occurred.

However, administering a good volunteer program--a job which necessitated planning, recruiting, providing orientation and training, maintaining, and evaluating--took time that the Lower School Director simply did not have. The addition of a preschool, which itself had grown from 36 students in 1979-80 to a 1983-83 enrollment of 64 students, meant many more students to screen and parents to interview. Then, too, the staff--teachers, teacher assistants, teacher aides, and a secretary--had grown from 12 in 1979-80 to 20 at present. In addition, the fact that the three divisions for which the Director was responsible were housed in four separate facilities not only resulted in lost time but often impeded efforts to coordinate activities. Nonetheless, the Director had taken responsibility for recruitment and orientation of volunteers. No one, however, had assumed responsibility for other essential components of the program.

In summary, the inadequacies of the school's present volunteer program appeared to this writer to stem from a lack of awareness that recruitment alone was not enough, regardless of how effective those recruitment measures may have been. Additional efforts were necessary for organizing the program, planning effective orientation sessions for teachers as well as volunteers, assessing placement opportunities, assisting teachers in utilizing and training volunteers, recognizing volunteer services, and developing methods for evaluating the program.

Related Literature

The literature in this area suggested that the involvement of parents in the educational process, particularly of young children, has become a priority of the eighties. Realizing the profound effect of the environment and early experiences on later learning, educators have explored various methods for utilizing parents as teachers of their own children. Parents, too, have begun to consider the potential for their own involvement in the teaching of their children (Lillie & Trohanis, 1976) and are seeking a more participatory role. As parents are willing and able to give their time and talent to performing educational tasks, it becomes necessary for teachers to devote more time explaining instructional processes and goals to them.

Taranto (1982) reported on the phenomenal growth in school volunteerism in the state of Florida following its formal commitment to school volunteer programs and citizen involvement in educational programs. Backed by funding from the state legislature, the support of the state Commissioner of Education, and establishment of a statewide program coordinator--volunteers can now be found in 78% of the schools in the state. Support activities--including discount cards, training materials and conferences, awards, production of publicity materials--are conducted by the state department of education. However, each school district operates its program autonomously based on local needs and human resources

available. Coordination and networking among schools are encouraged, as individuals share ideas and activities at periodic conferences and workshops and through Interlock, the program directory. The statewide Department of Education School Volunteer Program takes pride in having "put the public back into public education."

In recounting the success of the Grandpeople Project at an elementary school in Riverside, California, dePillis (1982) provided an article which was both highly readable and informative. As coordinator of the project, dePillis worked with the school principal as well as personnel from the city government, the University of California at Riverside, and other district schools. She described the steps in developing the program and its format and gave advice on how to avoid the mistakes made by the program's originators. Volunteers, teachers, and students alike viewed the experience as positive. In addition, frequent checks by the central office's division of research and evaluation confirmed that the Grandpeople worked productively on specific academic tasks, that all program objectives were met and that the project was a proven success and should be continued and expanded to other schools. Step-by-step pointers--most of which are applicable to any parent-volunteer program--were included.

The involvement of parents in exceptional education, according to Wolf (1982), results in benefits not only to children and teachers, but also to the parents themselves.

Working in classrooms, they gain knowledge about the nature and scope of the educational program, knowledge which may lead to increasing public support of a school's goals. A volunteer working in her own child's classroom gains insights regarding her child's performance. In giving suggestions for increasing the success of a parent volunteer program, Wolf stressed that volunteers must be reliable, the staff must be appreciative of their efforts, and both teachers and volunteers must be willing to invest time and energy in making the program work.

In some settings, such as the class for multiple-handicapped preschoolers described by Lillie and Trohanis (1976), a coordinated program between school and home is mandatory. The staff at this school believes that if parents are willing to serve as volunteers, every opportunity should be taken to utilize them in the actual instruction of children. Once parents agree to volunteer in this setting, they are required to go through a training period during which they learn how to analyze tasks and instruct children in the center. As a result, they are able to instruct and guide their own children at home more effectively. The specific guidelines for training listed by the authors are appropriate for most volunteer programs.

Expressing concern over the relationship between schools and volunteers, Bernstein (1982) observed that participation in various areas of volunteer services is threatened by the social and economic realities of the 1980s. Women, who

traditionally served in the parent organization and provided educational service in the classroom, have now entered the work force. The fact that many of these women--mothers of school age children--are heads of households creates an even greater need for support services such as after school programs while decreasing the number of women available to provide such services. Thus schools are challenged to find creative ways of offering these services.

Perkins (1966) included school volunteers in his category of "forgotten" personnel who frequently work without training and orientation. To Perkins, effective staff utilization means to use all staff members at their highest levels of ability. This necessitates recognizing the need for paraprofessional and auxiliary personnel. After showing how to get better results from substitute teachers and teacher aides, he gave suggestions on how to initiate volunteer programs and recruit volunteers and concluded with guidelines for a successful program. One of his examples was the Moreland School in Shaker Heights, Ohio, which developed a volunteer program that can serve as a model for a one-school program. In describing its advantages, its principal stated that the program:

1. Enhances staff morale
2. Provides one-to-one relationships with individual children
3. Serves as a public relations feeder system out into the community
4. Involves volunteer mothers as true partners

in the educational processes

5. Increases flexibility in grouping for instruction, team planning, more creative instruction

These advantages are similar to the National Education Association's summary of goals for school volunteer programs (1972):

1. Meet the needs of individual children through increased personal attention and assistance
2. Develop cooperation and communication between parents and teachers for the benefit of the child
3. Increase parental cooperation, support, and understanding of the school and its programs, and the school's understanding of the community
4. Help teachers be more effective by giving them more time for professional activities, increasing the use of new learning materials and techniques
5. Encourage parents to contribute to the welfare of their children, school, and community

Goodwin and Driscoll (1980) warned, however, that in addition to the advantages they listed (to extend available resources; to develop closer contact between parents and staff; and to enable parents to contribute directly to children's education), there are some disadvantages as well. Additional staff work is required to establish, administer, and maintain a volunteer program. Once established, volunteer absenteeism, inconsistency in dealing with children, and lapses in professional ethics must be dealt with appropriately.

Although the use of classroom volunteers is a wide-

spread phenomenon in American education, Johnson et al. (1977) noted that there is a lack of information on alternative methods of recruiting, training, and evaluating volunteers. Their own literature review indicated that few such strategies have been developed. This pertinent article listed and answered many questions asked by teachers, volunteers, and principals in regard to organizing a school volunteer program--focusing on the areas of recruiting, training, and evaluating. Ideas presented are practical and have been tested in communities using the Florida Follow Through Model as well as in other public schools. The authors emphasized the necessity of skillful planning, constant follow-up, on-going evaluation, orientation of teachers as well as volunteers, and dynamic leadership.

One point upon which the various sources agreed concerned preparation. Preparation is essential; without it the program will fail. According to Lundsteen and Tarrow (1981), the preparation phase should include:

1. Decision to implement a parent-involvement program
2. Assessment of needs (school and parents)
3. Study of existing programs and establishment of objectives
4. Determination of means of evaluation
5. Selection of leaders
6. Orientation and preparation for staff members

The authors provided suggestions, guidelines, techniques, and helpful hints for all phases of program implementation.

Of particular value were their comments regarding staff training.

They noted that training is not just for the parents. Often schools do not consider the importance of developing readiness on the part of teachers and staff members to ensure that they will work effectively with the volunteers. Teachers need to develop positive attitudes toward the use of parents and must sincerely want the assistance of volunteers in the classroom. They need to be prepared for the fact that although there may be additional work involved at first, effective organization will guarantee that the value of the volunteers will soon more than repay this effort. From the start, teachers need to understand the importance of open and on-going communication and of allowing the volunteer ample but not too much time for observation. Such observation builds familiarity with the routines of the classroom, a relationship with the children, and the volunteers' self-confidence. The teacher's aide and the children also need to be prepared for the role the volunteer will play.

Miller and Wilmshurst (1975) compiled a particularly informative handbook for using parents and other volunteers based on their own experiences as teachers of parents and children in a cooperative-type college laboratory school. They made a most important point by reminding program planners that most teachers work in a self-contained world in which they alone control the direction, scope, and discipline of the classroom. Like other professionals who accept

full responsibility for the accomplishment of certain goals, they generally have little opportunity to effectively learn the art and techniques of "management"--the accomplishment of objectives through the efforts of other people. Thus, more is required than simple "readiness" on the part of the teachers; teachers need some knowledge of and skill in management techniques.

Somewhat in contrast, Swick and Duff (1978) stressed the need for a mutually supportive relationship between teacher and parent--a partnership or teaming, so to speak. Accomplishment results from a cooperative attitude, sensitivity to the needs of parents in the classroom, and acknowledgement of the volunteer role. Matching "existing needs" with available "parent resources" is considered to be a vital part of the development and management of a successful program. Suchara (1982) agreed with the school/home "alliance" concept as she wrote that teachers and administrators need guidance in uniting with parents in efforts to improve schools. Kelly (1981) urged teachers to adapt programs involving parents to the needs of families with varying lifestyles and work schedules. Many people, according to Bernstein (1982), can contribute only "spot" time for special events. Therefore more flexible management is needed to stimulate greater participation.

Cervone and O'Leary (1982) designed a continuum which--although it encompasses the larger area of parent involvement--simply yet clearly suggests important considerations

in the more limited area of parent volunteer activities. The authors constructed a chart (Appendix B) which provides a visual summation of their approach. Both horizontally and vertically, activities listed range from those in which parents play a more passive role to those demanding an active part. The authors believed it essential to provide a range of activities to accommodate the less visible parents as well as the highly visible parent. They also suggested (1) that parents can be moved along the passive-active continuum and (2) that it is important for teachers to realize where they themselves fall on the involvement continuum in terms of their own readiness to utilize parents as active partners. This chart not only provides a useful list of activities, but also can help enhance sensitivity to both volunteers' and teachers' needs.

Hess (1981) maintained that preschool teachers, in situations where participation in the operation of a program is not mandatory, cannot assume that parents will recognize the need or be eager to help. He stated that initial contacts--registration and orientation--are excellent times for recruiting and setting expectations. Other opportunities for recruiting within the school community, according to Lundsteen and Tarrow (1981), are during parent conferences, home visits and phone calls; through school meetings, teas, newsletters, evening programs; and through questionnaires and children's requests.

Since each volunteer and teacher is different, there

is no one way to train volunteers for specific classroom tasks. The following guidelines were provided by Lundsteen and Tarrow (1981) for teachers to consider when training parents for instructional work:

1. Analyze each volunteer's strengths and weaknesses.
2. Make a plan.
3. Put each volunteer to work.
4. Give specific directions.
5. Vary assignments as much as possible.
6. Explain general routines.
7. Use games effectively.
8. Explain techniques for managing a center or teaching a small group.

The effectiveness of any volunteer training effort can be measured by the morale of the individuals involved in the program (Clough & Clough, 1978). Teachers must possess sensitivity to determine the state of a volunteer's morale. Good morale is usually present when individuals (1) satisfy their need to participate, express their feelings, and receive recognition; (2) manifest the qualities of determination, confidence, and enthusiasm; and (3) feel that they are moving in a direction where they can attain their goals. Perkins (1966) concluded that "volunteers are satisfied workers if they are properly oriented, have the opportunity to work with children, enjoy the assistance and support of the principal and teaching staff, and know that they are appreciated."

In the same vein, School Volunteers (1967) showed that

good staff participation, clearly defined jobs, and a dynamic volunteer director are significant factors leading to the retaining of volunteers. It reported that successful volunteer directors stress these points to teachers using volunteers:

1. Regard the volunteer's job in the same light as responsibilities of paid personnel; don't waste a volunteer's time.
2. Provide opportunities for volunteers to widen their horizons.
3. Utilize each volunteer's special talents and skills; don't assign to dull, unrewarding jobs.
4. Let volunteers work with children.
5. Show appreciation.

Commonly found in the literature (Brock, 1976; Goodwin & Driscoll, 1980; Maerowitz, 1973; Nedler & McAfee, 1979; Rioux, 1980; Sleisenger & Lancaster, 1979) were lists of tasks which volunteers can do. Ranging in detail from just a few suggestions to lists several pages long, these lists proved helpful in triggering still more ideas. Sources did stress, however, the uniqueness of each school's needs. Brock (1976) stated that "each program at each site must be tailored to meet the needs of the individuals participating in it." These needs are best determined, the experts agreed, through the use of staff and parent inquiries. Taranto and Johnson (1984) suggested that the needs assessment be done on an observation or interview basis in order to decrease the pressure of additional paperwork. Other writers (Brock, 1976; Miller & Wilmshurst, 1975; Nedler and McAfee, 1979),

however, suggested the use of a brief questionnaire or checklist.

A number of sources dealt with potential problems or "challenges" that may arise. Miller and Wilmshurst (1975) addressed the problems inherent in actual interaction with parents. Different volunteers react to teachers and their procedures in different ways. Teachers will find it more difficult to communicate with some parents than with others. Volunteers will run the gamut "from lazy to active, from unreliable to efficiency-plus, and from incapable to talented."

Believing that awareness helps teachers anticipate problems and minimize their effects, Lundsteen and Tarrow (1981) listed and elaborated upon several common difficulties in working with volunteers: (1) no-shows; (2) classroom discipline; (3) overstepping bounds; (4) parents as teachers of their own children; (5) rumors, gossip, and criticism. Taranto and Johnson (1984) provided a clearly stated procedure for resolving conflicts that occur or simply to open lines of communication.

Although it is not known for certain what makes for success in volunteer programs, Carter and Dapper (1974) listed several factors considered by many to be sure ingredients for failure, one of which was the lack of objective evaluation. Without evaluation, critics say, programs do not improve, the training or methods of volunteers do not change, and the benefits for children are lessened. A major deterrent to evaluation is the fear by some that the more

intangible goals of many programs (e.g., personal relationships, increased motivation) would be in danger if strict attention were paid to measureable results. Other deterrents include the time factor, the fact that volunteers and many teachers are untrained in research and evaluation, the diverse nature of volunteer programs, and the absence of agreement on objectives.

Taranto and Johnson (1984) insisted that the evaluation of an educational volunteer program be a total and continuous process and recommended that evaluation be designed to measure the progress of the program rather than to measure the attitudes and performances of individuals. The procedure for evaluation must be organized from the goals and objectives for the program and directly related to the needs of the participants. In addition, the evaluation procedures and activities must be clearly stated and understood by the participants. Feedback consisting of information based on evaluative data, in the view of the authors, must be given to participants in an effort to cause them to improve their performance. In addition, the coordinator must use information to strengthen the entire setting and to plan for the future.

Although McManama (1972) was concerned with designing an effective training program for teacher aides, much of the material he presented can be adapted to a volunteer program. Important subject areas he included are . . . Writing job descriptions . . . Developing a teacher aide handbook . . .

Designing an evaluation program . . . Preparing a guideline for teachers to assist them to utilize aides . . . Conducting teacher-aide workships . . . Preparing aides to work with young people . . . Utilizing aides to individualize instruction . . . and many other practical considerations which suggest the complexity of the practicum problem. He stressed the importance of involving teachers in all stages of planning and to train teachers to take best advantage of the program.

In summary, there was no question that numerous models, methods, plans, and procedures existed in the area of school volunteer programs. From this literature review, certain patterns emerged which suggested approaches and strategies for this writer to consider in strengthening the parent volunteer program in her job setting. A common theme was that adequate preparation is essential to a successful volunteer program. Such preparation includes many areas: assessing the needs of the school and the abilities of volunteers; orienting staff members as well as volunteers; creating a variety of tasks that volunteers can do and matching people to tasks; supervising and maintaining the program; and evaluating the program efforts.

Chapter 3

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The goal of this practicum was to strengthen and expand the existing parent volunteer program in the Lower School. The revised program endeavored to provide both teacher and volunteer satisfaction by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers. In addition, the scope of the program was expanded to include activities that could be done at home, so that anyone who wanted to be involved could be involved.

Terminal Performance Objectives

The following specific behavioral objectives to be considered evidence of having met the general goals of this practicum were projected:

1. Seventy-five percent (75%) of the volunteers will be matched with tasks reflecting their interests, skills, talents, and time as indicated on the Volunteer Activities Checklist (Appendix C).

2. In mid-February, seventy-five percent (75%) of the teachers using volunteers will indicate their satisfaction with the volunteer program by a mean score of 5.0 on the Program Evaluation Form for Teachers (Appendix D).

   Information collected through the use of this form will be used to strengthen the weak parts

of the program during the remaining months of the implementation.

3. In mid-February, volunteers will indicate their satisfaction with the program by a mean score of 5.0 on the Program Evaluation Form for Volunteers (Appendix E).

   Data from this form will be used to strengthen the weak parts of the program as perceived by volunteers.

The two evaluation forms (Appendix D and Appendix E) were to be readministered in May only if February scores failed to meet the stated objectives. If mean scores of 5.0 were attained in February, participants were to be informally interviewed in May to verify that their levels of satisfaction had been maintained or had increased since February in areas indicated on the evaluation forms.

An additional two-part specific behavioral objective was selected for this practicum based on the goals preferred by teachers completing the Needs Assessment Questionnaire/Checklist (Appendix F) during the August inservice time:

4. At the end of the school year, seventy-five percent (75%) of the teachers using volunteers will indicate by a mean score of 4.0 on the Teacher-Preferred Goals Evaluation Form (Appendix G) that they strongly agree/agree with the following statements:

   a. The use of parent volunteers in the classroom has helped me meet the needs of individual children through increased personal attention and assistance.

   b. The use of parent volunteers in the classroom has enabled me to enrich the experiences of my students beyond what is typically available in school.

Description of Evaluation Instruments

To obtain information measuring the success of this practicum, the following evaluation instruments were used:

1. The Volunteer Activities Checklist (Appendix C) contained brief descriptions of approximately 20 different activities which could be done by volunteers either at school or at home. Items included represented a broad range of activity and were categorized according to the varying amounts of time and degrees of commitment required on the part of volunteers. Also included was space for listing special skills/experiences and for comments, suggestions, or questions.

   This instrument enabled the volunteer coordinator to determine the interests, skills, and/or talents of the volunteers and subsequently to match volunteers with appropriate tasks.

2. The Program Evaluation Form for Teachers (Appendix D) was a 10-item attitude scale designed to elicit information regarding teacher satisfaction with various aspects of the volunteer program, mainly volunteer capability and commitment and benefits of the program. Two open-ended questions were included as well.

3. The Program Evaluation Form for Volunteers (Appendix E) was an 8-item attitude scale designed to elicit information regarding volunteer satisfaction, mainly with their training, their role in the classroom, and their relationship with teachers and students. Four open-ended questions were included as well to encourage elaboration.

4. Volunteers were asked to complete a Volunteer Record Form (Appendices H, I, and J) each time they worked at school. These records included names, activities completed, time spent, and comments. These forms were collected and analyzed periodically for formative data and provided summative data at the end of implementation.

5. The Needs Assessment Questionnaire/Checklist (Appendix F) was designed and administered to determine teachers' satisfaction with the existing parent volunteer program, their preferred goals for such a program, and their specific needs. This instrument also included space for respondents' comments, suggestions, and questions.

6. The Teacher-Preferred Goals Evaluation Form (Appendix G), a 2-statement device, was designed specifically to measure the success of the volunteer program in enabling teachers to increase individualization and to offer additional educational experiences in the classroom.

Since evaluation of the goals of this practicum was seen as a continuous process, the use of interviews and observations was also employed as an evaluative technique when appropriate.

Chapter IV

SOLUTION STRATEGY

Possible Alternative Solutions

While reviewing the literature related to effective volunteer programs in schools, a number of possible solutions to problems inherent in the existing Lower School volunteer program came to mind. The following solutions were considered but found to be unsatisfactory as indicated:

1. Encouraging and training individual teachers to recruit, orient, train, and evaluate volunteers and their activities

   This solution was not satisfactory in and of itself as it would result in a program which was fragmented and which involved unnecessary duplication, much like the existing program, in fact. Instead what was needed was more centralized organization.

2. Using the school's parent organization to provide volunteers

   The University Family Organization (UFO) could be a source of volunteers but could not be expected to provide enough volunteers to fill all Lower School teacher requests. Also, the UFO for the past two years had been concentrating on fund-raising efforts for two new buildings on the University School campus and planned to continue these efforts until the goal was reached.

3. Increasing the number of volunteers by extending recruiting efforts into the community--attracting senior citizens, businesspeople, college students, and homemakers--through use of the media (radio, TV, newspaper ads)

   In the case of a private school, recruitment

from the larger community is a sensitive issue. McMillan (1977) identified a number of reasons parents have for choosing private education. Among these reasons are that parents believe the private school provides a higher quality of education, employs only good teachers, fosters constructive attitudes and beliefs, and treats children in a warm, personal manner. Moreover, McMillan admitted that in many cases a certain amount of social elitism is involved. Thus private school administrators must carefully screen all personnel working with children. For these reasons, it was considered best to select volunteers--parents and grandparents--from within the University School "family."

4. Appointing a parent as volunteer coordinator

   Brock (1976) preferred that the coordinator be an employee of the district rather than a parent in most cases. He maintained that a parent is not able to provide the proper authority or necessary checks and balances. However, he conceded that this solution may work in the case of a single school building.

   This writer felt that the program in her work setting must first be strengthened, but that responsibilities for coordinating the program could gradually be delegated to parents.

5. Hiring a volunteer coordinator

   This solution was not financially feasible.

At this point in the problem-solving process, a solution strategy which would incorporate and expand upon the best elements of the preceding alternative solutions seemed desirable. Also, it was clear that the program must be reorganized on a more systematic basis under the direction of a coordinator.

Solution Selected

The first step in providing a solution to the practicum problem was to enlist the help and support of the Lower School Director. Next was to discuss the problem with the team leaders of both the preschool and the kindergarten to validate the need and to consider the feasibility and potential of various solution strategies.

As mentioned earlier in this practicum proposal, the solution to the problem must result in both teacher satisfaction and volunteer satisfaction in addition to an expansion of the scope of the program to include activities which can be done at home. In selecting an appropriate solution strategy, this writer had to consider:

1. The wide range of interests, abilities, talents, and backgrounds of the parents involved
2. The varying levels of teaching experience, educational backgrounds, personality differences, and personal preferences of the teachers involved
3. The limited time available for both teachers and many potential volunteers
4. The lack of available funds

Consideration of such factors led to agreement that the best solution was to continue the Lower School policy of having its own parent volunteer program, but to restructure the program to fit the particular needs of the Lower School curriculum, current staff members, and parents

interested in contributing different types of service.

The booklet School Volunteers (1967) made the point that in-house coordination and administration results in a stronger program because those involved know the needs of the program, children, and teachers; can interpret school policy and set down guidelines; can establish procedures, routines, and standards; and can effectively recruit, provide orientation, inservice training, and evaluation. It is essential, according to this source, that a director be:

1. Able to work effectively in a cooperative relationship with many people
2. Knowledgeable about organizations and individual resources available
3. Able to recruit effectively
4. Capable of planning the volunteer effort
5. Willing to give attention to detail

In addition to possessing the qualities listed above, this writer was in a position to conduct a needs assessment with the staff, was aware of the strengths and weaknesses of the existing volunteer program, knew many of the parents of children enrolled in the program, had worked with volunteers in the program, and had in fact worked as a parent volunteer in the program prior to employment as a faculty member. Thus it was appropriate that this writer assume the role of volunteer coordinator for the 1984-1985 school year.

Among the many suggestions and pointers given in the literature, the following ideas proved useful during the initial stage of conceptualization:

1. More flexible management stimulates greater participation and more effectively taps the enormous reservoir of available talent and experience (Bernstein, 1982).

   Some activities do require the regular attendance of volunteers and the building of personal and small group relationships. Others do not and can be performed by individuals having only "spot" time to contribute.

2. Similarly, the greater the variety of contributions offered by volunteers, the more flexibility the organizers can have when attempting to develop and maintain an interesting program (Miller & Wilmshurst, 1975).

3. Teacher participation should be voluntary (Brock, 1976; Cervone & O;Leary, 1982; Taranto & Johnson, 1984).

4. A solid success with a few volunteers is a good foundation on which to build to assure quality (dePillis, 1982). Therefore, start small.

5. Accurate records and continuous follow-up are essential (Carter & Dapper, 1974; Johnson et al., 1977).

In plotting the implementation of the practicum, this writer borrowed and utilized the following "Guideline for Implementation" from Nedler and McAfee (1979):

1. Advance planning and preparation

   A. Assessing needs
   B. Goals and objectives
   C. Program procedures and guidelines

2. Implementation

   A. Recruiting
   B. Orienting
   C. Getting started

3. Review

   A. Monitoring
   B. Recording parent contributions
   C. Evaluating the program
   D. Sharing information.

Report of Action Taken

Using the original calendar plan (Appendix K) as a guideline, this writer began the implementation phase by preparing necessary materials. In keeping with the literature's strong emphasis on the importance of involving teachers in the planning phase, a needs assessment instrument (Appendix F) was designed to be administered to Lower School teachers during the August inservice time prior to the opening of school. Items attempted to determine teachers' levels of satisfaction with the existing parent volunteer program and to elicit their feelings regarding the relative importance of possible goals of such a program. In addition, the form listed many activities typically done by parent volunteers and asked teachers to check those activities with which they might desire assistance during the year. Finally, the form included space for the teachers' own comments, suggestions, and questions.

Next a form was designed to be completed by all Lower School parents during the Orientation Day held the day

before school officially began. The Volunteer Availability Questionnaire (Appendix L) consisted of a brief memo informing parents of the expansion of the volunteer program and the rationale behind it and a short preliminary questionnaire created to determine who was interested in volunteering and the type of commitment volunteers were considering. Again space was provided for comments, suggestions, and questions.

A more complete follow-up questionnaire/checklist (Appendix C) was then compiled to be administered only to those parents who had expressed interest in volunteering on the preliminary questionnaire. This instrument was very similar to the needs assessment to be completed by teachers (Appendix F) as the intent was to effect a "match" between parents' interests, abilities, talents, and time and the specific needs of the teachers.

On August 20, during the first staff meeting of the 1984-1985 school year, this writer briefed the Lower School staff regarding the practicum problem and proposed solution. Later the same day this writer met with the Lower School Director to discuss the proposed solution in greater detail and to obtain her approval of the evaluation instruments. Having obtained the Director's enthusiastic support and permission to proceed, the Needs Assessment Questionnaire/Checklist (Appendix F) was distributed to both returning and new faculty members. These were completed and

returned within three days by all staff members.

On August 28 parents attending the Orientation Day with their children completed the Volunteer Availability Questionnaire (Appendix L). In the few cases in which parents were unable to attend this event, the form was completed by parents upon the child's arrival at school the following day.

The first two weeks in September were spent compiling data from the completed forms. The Needs Assessment Questionnaire/Checklist (Appendix F) revealed that nine of the ten returning teachers were dissatisfied with the existing parent volunteer program. Eleven out of twelve teachers wished to see the program redesigned and expanded. The two goals preferred by the teachers of the five listed on the form both directly involved the children: (1) to meet the needs of individual children through increased personal attention and assistance and (2) to enrich the experiences of children beyond what is typically available in school. All twelve teachers expressed interest in having volunteers help in the classroom on a regular basis and during their available time, and to provide additional assistance for field trips, parties, and other special occasions. Eleven teachers expressed interest in having volunteers do tasks at home. Using this data, the volunteer coordinator was able to finalize goals and objectives for the volunteer program. (A complete compilation of the needs assessment data

can be found in Appendix M).

Results of the Volunteer Availability Questionnaire (Appendix L) were then tabulated. Of the approximately 190 mothers to whom the form was administered, 20 expressed interest in volunteering on a regular basis; 47 during their available time; 52 in doing activities at home; and 115 in assisting during field trips, parties, and other special occasions. (Many respondents checked more than one item, some none at all.) The greatest interest was shown by parents of kindergartners and the least by parents of preschoolers. (Complete documentation of volunteer availability can be found in Appendix N.)

Parents expressing interest in volunteering were then asked to complete the Volunteer Activities Checklist (Appendix C). Of the 80 such checklists sent home, 72 were completed and returned. Data from these forms were then tabulated separately for the preschool, prekindergarten, and kindergarten. Lists were prepared for each teacher of all parents interested in volunteering, the types of activities they preferred, and the times at which they were available where indicated. Lists for team leaders were color-coded for quick reference. (See Appendix O for a sample.)

During the last two weeks in September, the volunteer coordinator reviewed and expanded her research as she began to develop program policies and to plan separate orientations for both staff and volunteers. Information from other

volunteer programs was collected and studied for its possible application to the writer's own job setting. Information of particular relevance to staff training was discovered and photocopied to be handed out at the staff orientation and saved for future reference. (See Appendix P for a bibliography.) A number of forms were developed and duplicated so that they too could be discussed at the orientation sessions. Such forms included the Program Evaluation Form for Teachers (Appendix D) and the Program Evaluation form for Volunteers (Appendix E) to be presented to teachers for their comments and suggestions for improvements. Record forms for various types of activities were also developed (Appendices H, I, and J) and duplicated for explanation and clarification at the separate staff and volunteer orientations.

On September 25 after school the inservice staff orientation was held and attended by all Lower School teachers and the Lower School Director. Each teacher received a packet of materials containing the following items:

1. An agenda for the session (Appendix Q)
2. Results of needs assessment device (Appendix M)
3. Complete set of Volunteer Interest Lists (Appendix O--sample sheet)
4. Sample record forms (Appendices H, I, J)
5. Handouts--working with volunteers (Appendix P--bibliography)
6. Program Evaluation Form for Teachers (Appendix D)
7. Program Evaluation Form for Volunteers (Appendix E)
8. Sample Volunteer Request Form (Appendix R)

The volunteer coordinator conducted the meeting following the agenda in Appendix Q. She began by presenting an overview of the program including problems from previous years, methods of reducing such problems, and goals for the new program. Next the results of the needs assessment device (Appendix M) were shared and the information contained in the Volunteer Interest Lists (Appendix O) was decoded and further clarified. The structure of the revised program was then explained and the various record forms necessary to document each volunteer's time and activities (Appendices H, I, and J) were presented and their separate purposes made clear. Team leaders agreed to serve as liaisons between teachers and the volunteer coordinator to facilitate the handling of forms, problems, questions, and the like.

Next a discussion took place during which teachers shared personal experiences in working with volunteers. It was agreed to continue to allow a parent to work within the division attended by her own child. It was felt that such a decision would not only maximize participation in the volunteer program, but would also increase benefits to parents and enhance parent/staff communication. Research information was presented by the volunteer coordinator regarding working effectively with volunteers--emphasizing the importance of training, supervising, and recognizing their efforts. Teachers were urged to read the handouts

and to keep them for future reference. (See Appendix P for a bibliography.)

Evaluation procedures, both formal and informal, were discussed--emphasizing the importance of on-going evaluation to minimize problems as they occur. The evaluation forms (Appendices D and E) were presented and explained and teachers approved them as they were. Finally, attention was drawn to the form to be used by teachers when requesting volunteer services (Appendix R) and teachers were asked to begin to think about their present needs and, using the packet of Volunteer Interest Lists (Appendix O), to actively recruit volunteers who had expressed interest in activities which matched their own needs. It was suggested that a volunteer sign-in sheet be posted in the school's offices. Such a sheet was subsequently designed (Appendix S) and sent to the appropriate offices.

At this point--the first two weeks in October--the volunteer coordinator began to focus her efforts on the parent volunteer. Using data from the Volunteer Request Forms (Appendix R), sign-up sheets listing available positions were prepared to be used at the volunteer orientation. (See Appendix T for an example.) These sheets listed all requests, including the type of activity and the times needed. The agenda for the orientation session for volunteers was completed and submitted to the Lower School Director for comments, suggestions, and approval. She gra-

ciously agreed to be on hand the morning of the orientation to provide additional information and to assist in answering questions.

Separate letters were sent out to volunteers who expressed interest in doing activities at home (Appendix U) and at school (Appendix V). Those interested in working at school were invited to the orientation meeting and a list of topics to be covered was included. All recipients of the letter were asked to return a form stating whether they would or would not attend the meeting so that adequate space and seating could be arranged. Out of 67 letter recipients, 52 returned the forms and most of the others were contacted personally.

On October 18 the orientation session for volunteers was held. A sign-in sheet was provided revealing that 38 potential volunteers attended, more than the number expected. The volunteer coordinator presented material according to her prepared notes (Appendix W), welcoming questions and comments at any point. Topics receiving particular emphasis were the importance of the volunteer program and the volunteer; the desire on the part of the staff to match volunteers' interests with staff needs in order to maximize volunteer satisfaction; and the importance of confidentiality. The Lower School Director presented additional information relative to the needs of the kindergarten program. At the conclusion of the meeting, the sheets containing

information regarding present teacher needs (Appendix T) were read and posted and volunteers were invited to sign up for activities which matched their interests. Most slots filled quickly, leaving a number of disappointed volunteers. Although the staff preferred to start small and work additional volunteers in gradually, they did not want to risk losing volunteers. Therefore those with a strong desire to begin immediately were asked to leave a note listing times available and activities desired so that something could be worked out. All in all, the group was friendly and enthusiastic and eager to begin work in the classroom.

Later during the day the volunteer coordinator met with a parent who had assumed responsibility for the parent volunteer program in the Middle and Upper Schools, grades one through twelve. She had attended the Lower School Parent Volunteer Orientation that morning and had a number of questions and concerns in regard to her own program. After a brief discussion this writer, the volunteer coordinator, lent her the proposal for this practicum, the agenda and notes for the orientation session, and numerous journal articles and other resources. These materials proved helpful to her in planning an orientation session appropriate to the needs of the Middle and Upper School divisions of the University School.

The following day the sign-up sheets (Appendix T)--

complete with volunteers' names--were duplicated and distributed to team leaders. All teachers were given the names of those parents who had signed up for activities to match their requests. At this point it became each teacher's responsibility to contact the volunteer, schedule a beginning date, discuss activities, and train the volunteer to perform the task and to complete the appropriate volunteer record form.

By the end of October a number of volunteers could be seen participating in the Lower School program, and this number increased throughout the month of November. Many types of activities were done by volunteers--including orienting children to using computers, typewriters, tape recorders, and other learning technology; working with fine-motor tasks such as cutting, pasting, and beginning letter formation; teaching sound-symbol relationship, beginning encoding and decoding; playing board games; assisting children with special art and crafts projects; assisting in enrichment activities such as cooking and sports clubs; and providing additional swimming supervision at the pools as well as lunchtime and playground supervision. Prior to each holiday, volunteers worked at home calling parents for supplies, shopping, and preparing baked goods. On party days volunteer parents and teacher aides set up tables and completed all preparations, thereby enabling teachers to remain with their classes.

On-going evaluation of the program was accomplished through two means:

1. direct feedback between program participants themselves (staff members and parent volunteers) and between program participants and the volunteer coordinator
2. the use of the various volunteer record forms (Appendices H, I, J)

As part of the orientation process, the volunteer coordinator had outlined for participants the proper channels of communication when concerns regarding curriculum, classroom management, the volunteer program, or personality problems arose. The importance of respecting established procedures and keeping lines of communication open was stressed. The volunteer record forms had been designed to be used flexibly and to accommodate various purposes. A space for "comments" was included to be used as volunteers wished. Most often the space was left empty or was used to express a positive feeling about the day's activities. Occasionally, however, a negative note would appear indicating a need for discussion or a program modification.

Minor difficulties and dissatisfactions were with few exceptions handled between volunteers and the teachers with whom they worked. On occasions when advice or support was needed, the volunteer coordinator was contacted. Attempts were made by teachers to provide a variety of activities. When volunteers expressed boredom, additional options were provided. As teachers' needs changed, notices were included

in the newsletter of the respective division. (See Appendix X for examples.) Volunteers proved to be dependable, calling the school secretary or notifying teachers personally when unable to be present on certain days. Attendance was excellent, with sick children and out-of-town trips being the most common reasons for volunteer absence. There was, however, a significant drop in attendance in December due to holiday preparations.

Early in December a holiday letter (Appendix Y) was written and sent to all volunteers who had been active in this year's program.

On January 7 school resumed after the holiday break. Children seemed to have matured over the vacation and showed new enthusiasm for the more academic activities. Consequently, teachers modified their interest centers, prepared new materials, and trained former volunteers in new tasks. Recruiting efforts resulted in a number of new volunteers. In February the Lower School population was hit by an influenza outbreak which significantly reduced student attendance and virtually wiped out participation in the volunteer program for two weeks. As a result, the volunteer coordinator postponed the first summative evaluation until the end of February to allow time for new volunteers to gain a feel for the program.

Teachers completed evaluation forms (Appendix D) during the third week in February, a time set aside annually as an inservice period for teachers. During the week of

February 22, all volunteers who had worked in the classroom--either on a regular basis or during their available time--were asked to complete an evaluation form (Appendix E), resulting in a total of 1 form from the preschool, 13 from the prekindergarten, and 12 from the kindergarten. Team leaders met with the volunteer coordinator to help consolidate the tallying of volunteer hours through March 15. Totals in each category can be found in Appendix Z.

Overall results of both the teacher evaluation and the volunteer evaluation instruments were positive, greatly exceeding the specific objectives set forth in Chapter III. The mean score for all 10 statements reflecting teacher satisfaction was 6.4 out of a possible score of 7.0; the mean score for the 8 statements regarding volunteer satisfaction was 6.6, again out of a possible score of 7.0.

Teachers commended the parent volunteer program for its strengthening of home/school relationships, the quality of volunteers, and the benefits to students. Teachers stated that the organization of this year's program improved recruitment, orientation, and training--resulting in volunteers who were better informed about program goals, their duties, and responsibilities, and more consistent in attendance. Teachers expressed a desire for more volunteers, more materials to use with volunteers, and further expansion of volunteer activities.

Volunteers expressed enjoyment in feeling useful and appreciated, in being around their own children, observing

their children's programs and having easy access to their children's teachers, working with children individually and in small groups, and seeing the positive results of this extra attention in the children's progress. Simply stated, they appreciated the opportunity to participate in the on-going school process. Several volunteers expressed a desire for more variety in the activities and materials they did with children. They too suggested that more volunteers were needed to provide small group and one-to-one instruction for children needing extra help in certain areas and that parents need to be made more aware of the value of helping out in the classroom.

Complete results of the Evaluation Form for Teachers (Appendix D) and the Evaluation Form for Volunteers (Appendix E) can be found in Appendix AA and Appendix BB respectively. Copies of this evaluative data were prepared and disseminated along with a cover letter of explanation (Appendix CC) to all teachers, so that they too became aware of the levels and areas of satisfaction/dissatisfaction of program participants.

One surprise revealed by the evaluative data received from volunteers was that many of the parents volunteering on a regular basis in the classroom had not attended the volunteer orientation session held on October 18, 1984. Some of these volunteers had been oriented briefly by the volunteer coordinator prior to beginning service, but several others, recruited by various teachers, had received no

orientation. This fact had been obscured by the location of the various Lower School programs in four separate buildings.

During the month of March, teachers planned the first field trips for Lower School students. Volunteer parents have always accompanied classes on such trips, but in the past teachers had voiced concern regarding volunteer participation. Teachers sometimes felt that parents viewed these trips as fun and social only and failed to appreciate the opportunities for learning provided by such experiences. Also, teachers had observed that parents frequently socialized with one another and worried that children were not always diligently supervised.

To minimize such concerns, the volunteer coordinator developed "Guidelines for Volunteers" for the two prekindergarten field trips planned for the month of March, using suggestions from Redleaf (1983) as well as input from team members. These guidelines proved useful, not only to parent volunteers, but also to teachers and teacher aides in maximizing the educational potential of the trips and insuring the safety of the children. Copies of the guidelines (Appendix DD) were distributed to team leaders of both the preschool and the prekindergarten to be used as models in developing appropriate field trip procedures for their own groups.

Also during March a prekindergarten parent interested in chairing fundraising events for the program approached

the volunteer coordinator with her ideas. After gaining the necessary approval and support from the Lower School Director, she formed a committee to plan a bake sale. This committee in turn prepared a flyer (Appendix EE) announcing the sale, telephoned all prekindergarten parents for contributions of baked goods and assistance the day of the sale, and prepared thank you notes (Appendix FF) to be sent to participants following the sale. This event--held March 13, 1985--was very successful, resulting in a sizable sum of money to be used by the prekindergarten team to buy additional supplies. This same volunteer group then became the refreshment committee for the prekindergarten Annual Spring Production, providing coffee, juice, and baked goods for guests, students, and staff.

During the same time period, parents of kindergarten students became involved in efforts to improve the playground area. A University School kindergarten teacher enrolled in Nova University's master's degree program proposed the Playground Rebeautification Project as part of the solution to her practicum problem. A committee was formed consisting of that teacher, the Lower School Director, and several kindergarten parents. A series of committee meetings resulted in a design for additions to the playground; plans for a playground construction work weekend held April 27 and 28, 1985; donations by parents of building materials and refreshments for the workers; donations of prizes by parents for a fundraiser (drawing) to be held

during a family pool party on Sunday, May 26, 1985; and donations of small playground equipment. Notices were sent home announcing the activities associated with the project and keeping all kindergarten parents notified regarding its progress (Appendix GG). Participation by parents in all facets of the project was commendable, resulting in the resodding of the playground, the construction of several large wooden play structures, and many new outdoor play materials for the children.

Interviews with program participants in late April convinced the volunteer coordinator that readministration in May of the Program Evaluation Form for Teachers (Appendix D) and the Program Evaluation Form for Volunteers (Appendix E) was unnecessary. Teachers and volunteers stated that scores, which had already exceeded program goals, would be the same or even higher and that they had no additional comments to make or information to share in response to the open-ended questions on the forms.

The volunteer coordinator, though pleased by the high scores and enthusiastic praise of the program, worried that respondants--in an eagerness to please--might not have revealed their true feelings. Intent on gathering year-end evaluative data, she then designed a checklist (Appendix HH) which could quickly and easily be completed by participants. By focusing on specific aspects of the program and administering the same instrument to both teachers and volunteers, the volunteer coordinator hoped to expose areas of continued

weakness in the program.

A memo (Appendix II) was sent to all Lower School teachers inviting them to a meeting April 30, 1985. The purpose of the meeting was three-fold:

1. to complete two end-of-the-year evaluation forms--the Teacher-Preferred Goals Evaluation form (Appendix G) and the Participant Evaluation Checklist (Appendix HH)

2. to plan an end-of-the-year event honoring parent volunteers

3. to express this writer's appreciation of staff participation in the practicum project

The volunteer coordinator began the meeting, which was attended by all twelve Lower School teachers, by commending the teachers for their successful work with parent volunteers. She then reviewed the goals of the program, described the purposes of the evaluation, and clarified instructions for completing the forms. Following completion of the forms, teachers discussed a number of options for an event recognizing volunteers for their efforts. A decision was made that each of the three divisions of Lower School--preschool, prekindergarten, and kindergarten--hold its own event during the last week of school. Events were to be similar, either a mid-morning "Coffee And . . ." or early afternoon tea planned and presented largely by the children. That is, children were to make posters announcing the event, design invitations, create table decorations, make sandwiches and bake cookies, as well as sing songs and present certificates of appreciation to volunteers during the

event. It was believed that this approach--a "thank you" from the children themselves--would maximize attendance by parent volunteers. (Appendix JJ contains related materials.)

During the first week in May, Participant Evaluation Forms (Appendix HH) were completed by 25 volunteers who had been actively involved in the program in various capacities during the school year. Data from these forms as well as those previously administered to teachers were tabulated and analyzed. Results of the evaluation completed by teachers (Appendix KK) were compared with those submitted by volunteers (Appendix LL). A condensed version of results was given to all participants (Appendix MM).

A comparison of responses from teachers and volunteers found both groups in agreement that attendance at an orientation session should be mandatory for volunteers. Teachers felt more strongly than volunteers that such sessions should be held throughout the school year for new volunteers and should emphasize attendance/punctuality and professional ethics. Volunteers indicated that teachers should provide a greater variety of tasks and expressed interest in written guidelines for volunteers to assist them in working with teachers and students. Teachers believed workshops/meetings for teachers should be held periodically to encourage networking and sharing ideas, information, and human resources and to explore and remedy program pitfalls. Volunteers showed interest in similar workshops/meetings to provide an overview of changing teacher/student needs and to provide

additional training in specific tasks. Unlike teachers, volunteers felt that the program needed additional volunteers. Both groups stressed that a greater variety of fundraising activities should be available to interested parents and that the program still does not adequately tap the great wealth of parent talent.

Complete data from teachers' responses can be found in Appendix KK and from volunteers' responses in Appendix LL. A further analysis of results is presented in Chapter V. Volunteer hours were tallied through May 10, 1985. Totals in each category can be found in Appendix NN.

On May 29, 1985, a letter (Appendix OO) was sent to Mr. Ronald S. Brandt, Executive Editor of Educational Leadership, requesting permission to use the "Parent Involvement Continuum" (Appendix B) by Cervone and O'Leary (1982) in the final practicum report. The letter was signed by Deborah Johnson, Permissions Editor, and returned to this writer along with a copy of the journal's copyright policy. These documents are included in Appendix PP.

Chapter V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Presentation and Analysis of Results

The goal of this practicum was to strengthen and expand the parent volunteer program in the Lower School of the University School of Nova University. The program designed and implemented to achieve this goal endeavored to:

1. match the interests, skills, talents, and time of the volunteers to the specific needs of the Lower School staff
2. include activities that volunteers could do at home
3. provide teacher satisfaction
4. provide volunteer satisfaction
5. enhance the program for children by increasing individualized instruction and making possible certain types of enrichment activities otherwise beyond the scope of the program

Five objectives were established to accomplish the practicum goals:

Objective 1: Seventy-five percent (75%) of the volunteers will be matched with tasks reflecting their interests, skills, talents, and time as indicated on the Volunteer Activities Checklist (Appendix C).

This objective was met for eighty-two percent (82%) of the volunteers working in the classroom, assisting during special events, and doing tasks at home. Evidence was pro-

vided by comparing the tasks actually done and recorded by parents on the various record forms (Appendices, H, I, and J) to the tasks parents had indicated a willingness to perform on the Volunteer Activities Checklist (Appendix C). Further evidence was provided by the mean response of volunteers working in the classroom on a regular basis or during their available time to question 4 on the Evaluation Form for Volunteers (Appendix E). Of the 26 volunteers responding to this item, seventy-seven percent (77%) indicated high satisfaction by a score of either 6 or 7.

Objective 2: In mid-February, seventy-five percent (75%) of the teachers using volunteers will indicate their satisfaction with the volunteer program by a mean score of 5.0 on the Program Evaluation Form for Teachers (Appendix D).

This objective was met with all twelve Lower School teachers responding to an attitude scale resulting in an overall mean score of 6.4. All teachers appreciated the assistance of volunteers in the classroom. The degree of their satisfaction with specific aspects of the program as described on the evaluation form is summarized in Table 3. In their responses to two open-ended questions, teachers commented that the program helped parents and teachers to appreciate each other as people who affect the lives of children and to understand one another's needs. They reacted very favorably to the quality of volunteers and to the assistance they provided in working with students. In

addition, teachers felt that the volunteer program increased parent support of the Lower School program. (See Appendix AA for complete evaluation results.)

Table 2

Results of Evaluation Form for Teachers

FEBRUARY

		Percentages							
		Satisfied - - - - - - - Dissatisfied							
Statement	Mean	7	6	5	4	3	2	1	NA
1	6.5	59	33	8	0	0	0	0	0
2	6.0	46	27	9	18	0	0	0	0
3	6.6	58	42	0	0	0	0	0	0
4	5.8	40	10	40	10	0	0	0	0
5	6.7	75	17	8	0	0	0	0	0
6	5.3	27	18	27	18	0	10	0	0
7	6.9	92	8	0	0	0	0	0	0
8	6.8	83	17	0	0	0	0	0	0
9	6.5	59	33	8	0	0	0	0	0
10	6.8	83	17	0	0	0	0	0	0

Note: Maximum mean score = 7.0
N = 12

The high scores on the attitude scale and the completeness of the responses to open-ended questions made repetition in May of evaluation forms administered previously in February unnecessary. Teachers were interviewed, however, regarding any change from their February responses to those three questions which had received the lowest scores:

2. I am able to adequately train volunteers to perform tasks.

4. The volunteers relieve me of non-teaching chores.

6. I am able to use the particular talents, skills, or experiences of volunteers.

Due to time, personnel, and space restraints, training of volunteers remained less than ideal. However, teachers felt progress had been made in training volunteers more efficiently. Teachers indicated no appreciable change in their response to question 4, but several indicated that this was not a priority area for them. Regarding question 6, a number of teachers believed that they had been able to use particular skills of volunteers more effectively as the year progressed. That is, as their awareness of the skills and interests of various volunteers increased, they were able to design tasks and activities which took advantage of such skills.

Objective 3: In mid-February, volunteers will indicate their satisfaction with the program by a mean score of 5.0 on the Program Evaluation Form for Volunteers (Appendix E).

This objective was met. Twenty-six volunteers responded to an 8-item attitude scale with an overall mean score of 6.6. Volunteers' reactions to their classroom experiences were overwhelmingly positive as summarized below in Table 4. In their comments fo four open-ended questions included on the form, volunteers expressed delight in assisting in the classroom and interacting with the children,

seeing the children's progress, feeling useful, and being appreciated by staff and students alike. Of particular significance to several parents was their pleasure in being able to observe their own children in the classroom, seeing them work in the programs designed for them, and playing a role in the process of their children's schooling. One participant expressed her hope that the "volunteer system continues and that parents are made more aware of the value of helping out in the classroom." (Complete evaluation results can be found in Appendix BB.)

Table 3

Results of Evaluation Form for Volunteers

FEBRUARY

		Percentages							
		Satisfied - - - - - - - Dissatisfied							
Statement	Mean	7	6	5	4	3	2	1	NA
1	6.5	76	12	8	0	0	4	0	0
2	6.4	30	8	4	4	0	0	0	54
3	6.8	80	8	0	4	0	0	0	8
4	6.0	35	42	19	0	4	0	0	0
5	6.5	69	19	8	4	0	0	0	0
6	6.9	92	8	0	0	0	0	0	0
7	6.8	81	15	4	0	0	0	0	0
8	6.9	92	8	0	0	0	0	0	0

Note: Maximum mean score = 7.0

N = 12

Volunteers felt a repetition of the Evaluation Form for Volunteers (Appendix E) to be superfluous and preferred not to fill out the form again in May. Instead, informal interviews were held with most volunteers. These interviews indicated an even greater satisfaction with the program than had been revealed in February.

An additional instrument--the Participant Evaluation Checklist (Appendix HH)--was developed and administered to all teachers and volunteers who had participated in the program during the school year. Consisting of explicit statements--both positive and negative in nature--this checklist was designed to point up even more specifically the areas of continued weakness. This information was to be used in modifying the program for the following year.

Areas considered to be of top priority by teachers were as follows:

1. Attendance at one orientation session for volunteers should be mandatory.
2. A greater variety of fundraising activities should be available to interested parents.
3. Orientation sessions for volunteers should put stronger emphasis on
   A. Attendance/punctuality
   B. Professional ethics
4. Workshops/meetings for teachers should be held periodically to
   A. Encourage networking and sharing of ideas, information, and human resources
   B. Explore and remedy program pitfalls

5. Orientation sessions for new volunteers should be held every two months (or as necessary).

Volunteers selected and ranked areas of top priority somewhat differently:

1. Attendance at one orientation session for volunteers should be mandatory.
2. Periodic workshops/meetings for volunteers should be held to
   A. Provide an overview of changing teacher/student needs
   B. Provide additional training in specific tasks
3. The program needs more volunteers.
4. The program still does not adequately tap the great wealth of parent talent.
5. A greater variety of fundraising activities should be available to interested parents.

It is interesting to note that, although the parent group felt a need for more volunteers, not one teacher checked this item. Several factors could account for this difference of opinion, including:

1. Teachers are aware of the large number of working mothers as well as the number of mothers with infants and toddlers still at home. Thus they realize that many mothers cannot volunteer.
2. The use of parent volunteers requires extra time on the part of teachers for planning, training, and supervision. Teachers' time is limited.
3. Those volunteers who work in the classroom see the need for such services and witness the benefits their efforts provide for children. As a result, it appears desirable to expand the program.

Appendices KK and LL contain complete results of this evaluation.

Objective 4: At the end of the school year, seventy-five percent (75%) of the teachers using volunteers will indicate by a mean score of 4.0 on the Teacher-Preferred Goals Evaluation Form (Appendix G) that they strongly agree/agree with the following statements:

1. The use of parent volunteers in the classroom has helped me meet the needs of individual children through increased personal attention and assistance.
2. The use of parent volunteers in the classroom has enabled me to enrich the experiences of my students beyond what is typically available in school.

This objective was met, with a mean score of 4.7 on statement 1 and 4.6 on statement 2. It is significant to note that 100% of the 12 participating teachers strongly agreed/agreed with both statements.

Conclusions

Overall the evidence indicates that the implementation of the revised and expanded Lower School parent volunteer program brought positive results. Participants--both teachers and volunteers--felt the program to be of real value, not only in the additional help and enrichment given to students, but also in giving parents a clearer picture of the program and promoting good feelings about the school.

Current research findings show that parent involvement has the advantage of improving the instructional program, expanding available resources, promoting closer contact

between parents and teachers, and providing parents an opportunity to make a vital contribution to their children's education and development. This practicum demonstrated that important aspects of establishing a successful parent volunteer program include providing different types of tasks for volunteers; allowing for varying degrees of volunteer commitment; recruiting, orienting, training, and supervising volunteers; preparing teachers for the new roles and responsibilities they will have; and providing a strong on-going evaluation component.

Specific implications of this practicum are evident as follows:

1. Parents are interested in participating in the education of children and are willing to commit time and effort to volunteering. Thus, the parent volunteer is a viable element in improving the quality of education.

2. Consideration of parents' needs and flexible program management--characterized by varying time commitments and a wide variety of activities--increases volunteer participation and attendance and reduces attrition among volunteers.

3. Orientation and training of the type provided by this practicum positively affects the performance of parent volunteers, resulting in additional instruction and enrichment for students. Volunteers participating in this program demonstrated an ability to learn a variety of tasks and to use numerous teaching techniques.

4. An additional benefit of a parent volunteer program is to open positive lines of communication between parents and staff and to help parents understand and support a school's programs, thereby strengthening home/school relations. In the University School program parents reported successfully adapting activities and techniques they had used in the classroom to home use,

in this way extending their own children's learning.

5. A successful parent volunteer program provides an experience which is mutually rewarding; that is, not only do parents experience personal benefits, but staff members report that such a program adds a challenging new dimension to their roles as teachers.

It is this writer's conclusion that the volunteer program in the University School provided a productive and rewarding experience for all participants. Moreover, the cooperation, collaboration and involvement of the participants were vital to the successful implementation of this practicum.

Recommendations for Replicating the Program

This writer would make the following recommendations to anyone wishing to replicate this program:

1. Tailor the parent volunteer program to fit the needs of the particular school in which it will be implemented and the interests of the individuals participating in it. Solicit suggestions from parents as well as staff before selecting goals and designing the program.

2. In a large school or system, it will be necessary to design more elaborate procedures and mechanisms for recruitment, orientation, training, and evaluation. It may also be advisable to extend recruitment efforts into the larger community.

3. The University School experience reinforced current research findings (Brock, 1976; Clough & Clough, 1978; Lundsteen & Tarrow, 1981; Swick & Duff, 1978) that the single most important aspect of a successful program is the human element--primarily teacher attitude as reflected in how teachers behave toward volunteers. Therefore, create an environment characterized by warmth, a genuine interest in volunteers, and a feeling of appreciation of their services.

4. Begin as early as possible in the school year. If there is a lengthy time lapse, prospective volunteers may lose interest or make other commitments.

5. Require that all volunteers attend one orientation session. Hold orientation sessions for new volunteers periodically throughout the year as necessary.

6. Begin with only a few volunteers and work others in gradually. Place volunteers into particular roles by matching their interests, skills, talents, and time to the needs of teachers.

7. Whenever possible allow parents to volunteer in areas attended by their own children. Not only will it maximize participation, but this arrangement may also serve to extend school learning into the home.

8. Remember that some volunteers find variety stimulating while others prefer to do one type of job. Be sensitive to each parent's need for variety and challenge in her/his work.

9. Identify parent volunteers that possess special knowledge and competencies. Encourage them to use their skills in providing training and support for new volunteers.

10. Encourage volunteers to express their needs and teachers to accommodate their choices whenever possible. Take care not to over- or underutilize volunteers.

11. Continue to revise and expand volunteer possibilities throughout the school year to reflect the changing needs of the school's program and to maintain the vitality of the volunteer program.

12. Arrange materials so they are available to volunteers who arrive unexpectedly or when teachers are involved with children. Include a selection of materials that can be easily understood by parent volunteers and carried out with minimal supervision.

13. To accomplish tasks having a certain immediacy, consider organizing group activities, such as workshops or workdays. Tasks best accomplished through such means include preparing instruc-

tional materials, buiding stage sets, repairing equipment and other maintenance tasks.

14. Build a system of on-going evaluation into the program because, to remain successful, a parent volunteer program must be constantly re-evaluated. Design evaluation to measure the degree to which the program is meeting its stated goals and objectives.

15. The keeping of written records and the use of forms is essential to the proper evaluation of a program. Resistance to paperwork, however, is common and to be expected. Therefore, be prepared to educate participants regarding the benefits of evaluation. Design forms that may be completed quickly and easily and keep such paperwork to a minimum.

16. Develop handbooks for both staff and volunteers. Such handbooks might contain information regarding:

--volunteer program philosophy and goals

--roles, rights, and responsibilities of program participants (teachers and volunteers)

--pertinent school policies and procedures

--names and positions of key personnel

--developmental stages for particular age groups

--suggestions for working with children

--volunteer activities, job descriptions

--samples and instructions for use of record-keeping devices and other forms

Dissemination

A copy of this practicum report has been given to the Director of the Lower School of the University School of Nova University for her information and for review by Lower School staff who have been notified of its availability. In addition, staff members were given copies of the results of the

February and May evaluations (Appendix AA, Appendix BB, and Appendix MM).

Letters (Appendix QQ) to which copies of the abstract of this practicum were attached were sent to the Headmaster of the Davie campus of the University School, the Director of the Coral Springs campus, and to the volunteer coordinator of the Nova-Davie public schools. Copies of the abstract were also given to the Directors of the Middle and Upper Schools of the University School and to the president of the University Family organization (UFO), along with a memo (Appendix RR) offering this writer's assistance in expanding the volunteer programs in these divisions of the school.

Plans have been made to compile two sets of written guidelines in handbook form--one for teachers and one for volunteers--from the material developed for this practicum. Each set will include material covered at the orientation sessions for teachers and volunteers--that is, program philosophy and goals; roles, rights, and responsibilities of participants; program policies and procedures; information pertiment to working with young children; samples of various forms and suggestions for their use.

Finally, in view of the wide applicability and timeliness of the material presented in this practicum, it is the writer's intention to submit a copy to the Clearinghouse on Elementary and Early Childhood Education for their consideration for inclusion in the Educational Resources Informa-

tion Center (ERIC). If accepted, it will become available as a resource to students and educators across the nation.

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APPENDICES

APPENDIX A

LOWER SCHOOL PROGRAM
CHILD'S PARENT INFORMATION

CHILD'S PARENT INFORMATION

Father's Name: _____ Mother's Name: _____

Profession: _____ Profession: _____

Special Hobbies: _____ Special Hobbies: _____

_____ _____

Special interests I am willing to share with University School children:

_____ _____

_____ _____

Special interests I am willing to share with University School childre

---

The Lower School Parent Volunteer is a special person who can schedule a specific time to work in our program each week. If you can commit yourself to work with our teachers and children on a regular basis, please provide the following information. (WE NEED YOU!)

I am interested in becoming a Volunteer Lower School Parent. The best morning for me to participate in the Parent Volunteer In-Service Program is:

_____Monday _____Tuesday _____Wednesday _____Thursday _____Friday

_____ _____

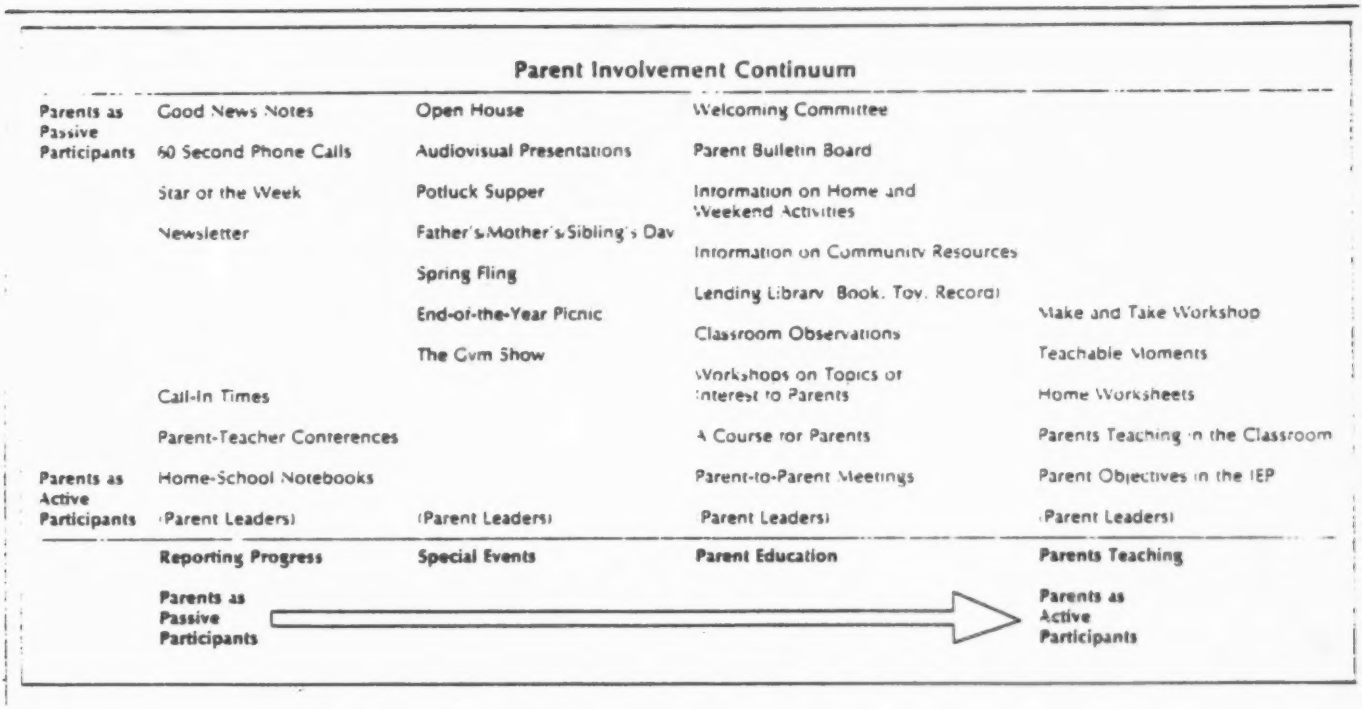
Student Name Parent/Guardian Signature

_____

Telephone Number

APPENDIX B

PARENT INVOLVEMENT CONTINUUM
(Cervone and O'Leary)



APPENDIX C

VOLUNTEER ACTIVITIES CHECKLIST

Name: _____

Telephone: _____

Child's Area: PS PK K

Child's Homebase Teacher: _____

As explained previously, the parent volunteer program is being redesigned and expanded this year in an effort to increase participation.

We thank you for completing the preliminary questionnaire on Orientation Day and for the interest you have shown in participating in this year's program. Now that we know who would like to volunteer and the type of commitment you have in mind, we need to know more specifically what things you would be willing and able to do.

In response to a questionnaire administered to this year's Lower School staff, teachers indicated an interest in having parent volunteers assist in the activities listed below. Please check the ones you think you would enjoy and return this form to your child's teacher.

With this information, we will attempt to "match" parents' interests, abilities, talents, and time to the specific needs of the teachers. Please return this form just as soon as possible so that we can proceed with our plans to improve the program.

WOULD YOU LIKE TO:

Work at school one morning a week on a regular basis?

1. _____ assist in a learning center (indicate preference by circling: art, science, language arts, math, imaginative play)?
2. _____ work with small groups using games and other educational materials?
3. _____ assist children in the use of machines--typewriters, System 80, computers?
4. _____ instruct and reinforce skills on a one-to-one basis?
5. _____ direct gross-motor development activities (playground)?
6. _____ other? Please specify.

regular basis (continued)

If you can make a commitment to assist in the classroom on a regular basis during the morning, please indicate which day would be best for you:

M Tu W Th F

WOULD YOU LIKE TO:

Work at school during your available time by mutual agreement between you and a staff member?

1. _____ write a story as a child tells it?
2. _____ read stories to children?
3. _____ listen to beginning readers read?
4. _____ assist in cooking or other special activities?
5. _____ supervise playground activities?
6. _____ assist children in fine-motor tasks--cutting, pasting, etc.?
7. _____ other? Please specify.

WOULD YOU LIKE TO:

Do tasks at home?

1. _____ cut (pictures from magazines, shapes), sew puppets, costumes, etc.(as needed)
2. _____ prepare instructional materials?
3. _____ locate and investigate field trip possibilities?
4. _____ locate sources of give-away supplies (as needed)?
5. _____ compile a booklet of community resources of interest to young children and their families?
6. _____ other? Please specify.

WOULD YOU LIKE TO:

Organize and make arrangements for extracurricular activities such as (1) weekend family outings (meet at school, carpool to a park, zoo, play, etc.) or (2) something for adults only such as book discussion groups?

yes no maybe

If such events were arranged, would you be interested in participating?

yes no maybe, depending on event

Do you have any SPECIAL SKILLS or EXPERIENCES that you'd like to share with the children, such as---------?

skill_____

hobby_____

collection_____

occupation_____

other_____

Do you have any COMMENTS, SUGGESTIONS, or QUESTIONS regarding the volunteer program?

Thank you for your assistance in helping us plan a successful program.

Virginia Haley
Volunteer Coordinator

APPENDIX D

PROGRAM EVALUATION FORM FOR TEACHERS

Name of Teacher (optional):_____

Date:_____

This information is needed in order to plan a better program for students and staff.

Please rate your satisfaction with the volunteer program by circling one of the seven numbers opposite each statement. Additional comments regarding the program are encouraged.

You may return this form to your team leader upon completion. Thank you.

STATEMENTS	SATISFIED -- DISSATISFIED
1. The volunteers have been regular in attendance.	7 6 5 4 3 2 1 NA
2. I am able to adequately train volunteers to perform tasks.	7 6 5 4 3 2 1 NA
3. Once the volunteer understands the task, she is able to work without much direction from me.	7 6 5 4 3 2 1 NA
4. The volunteers relieve me of non-teaching chores.	7 6 5 4 3 2 1 NA
5. The volunteers are able to assist effectively in some parts of the instructional program.	7 6 5 4 3 2 1 NA
6. I am able to use the particular talents, skills, or experiences of volunteers.	7 6 5 4 3 2 1 NA
7. The services contributed by the volunteers are beneficial.	7 6 5 4 3 2 1 NA

Program Evaluation Form for Teachers (page 2)

STATEMENTS	SATISFIED -- DISSATISFIED
8. The children enjoy working with the volunteers.	7 6 5 4 3 2 1 NA
9. The volunteers appear to enjoy working in the school.	7 6 5 4 3 2 1 NA
10. I feel that the volunteer program strengthens home/ school relations.	7 6 5 4 3 2 1 NA

In what respects is the volunteer program most commendable?

In what respects is the volunteer program in greatest need of improvement?

APPENDIX E

PROGRAM EVALUATION FORM FOR VOLUNTEERS

Name of Volunteer (optional):_____

Date:_____

The following information is needed in order for the volunteer coordinator to work toward an improved program for volunteers, students, teachers, and others.

Please rate your satisfaction with the volunteer program by circling one of the seven numbers opposite each statement. Additional comments regarding the program are encouraged.

You may return this form to the team leader in the area in which you work. Thank you.

STATEMENTS	SATISFIED -- DISSATISFIED
1. I feel that my time is well spent.	7 6 5 4 3 2 1 NA
2. The general orientation program I attended helped me understand the volunteer's role (Oct. 18).	7 6 5 4 3 2 1 NA
3. The training I receive regarding tasks to perform is sufficient.	7 6 5 4 3 2 1 NA
4. The tasks/activities I do reflect my interests, skills, and abilities.	7 6 5 4 3 2 1 NA
5. I enjoy the tasks/activities I do.	7 6 5 4 3 2 1 NA
6. The staff seem to appreciate my efforts.	7 6 5 4 3 2 1 NA
7. The students seem to enjoy having me here.	7 6 5 4 3 2 1 NA
8. I feel that the volunteer program strengthens home/school relations.	7 6 5 4 3 2 1 NA

Please take time to complete the statements on the following page.

Program Evaluation Form for Volunteers (page 2)

1. The aspects of my volunteer service I enjoy the most include . . .

2. The aspects of my volunteer service I enjoy the least include . . .

3. I suggest that to improve the program . . .

4. Other comments or observations:

APPENDIX F

NEEDS ASSESSMENT QUESTIONNAIRE/CHECKLIST

Name: _____

Area: PS PK K

The parent volunteer program is being redesigned and expanded this year in an effort to increase participation. To accomplish this, a range of activities requiring varying amounts of time and degrees of commitment will be offered to parents and an attempt will be made to "match" parents' interests, abilities, talents, and time to specific needs of teachers.

To effect this type of match, I need your input. Please take a few minutes to respond to the following items:

1. Are you satisfied with the present parent volunteer program?

   YES NO N/A

   Why? Why not?

2. Would you like to see the present program redesigned and expanded?

   YES NO N/A

   Why? Why not?

3. Please rank the following goals of a parent volunteer program in the order of their importance to you:

   # 1 = most important # 5 = least important

   _____ To develop cooperation and communication between parents and teachers for the benefit of the child

   _____ To meet the needs of individual children through increased personal attention and assistance

   _____ To help teachers be more effective by giving them more time for professional activities

   _____ To enrich the experiences of children beyond what is typically available in school

   _____ To encourage parents to contribute to the welfare of their children, school, and community

Are any other goals of importance to you? If so, please list:

Now, about the activities. Realizing that needs change as the school year progresses, I have listed a number of possibibities as a starting point. Please check items of interest to you.

I WOULD LIKE A PARENT TO:

Help me in the classroom on a regular basis (one morning a week) with the following activities,

1. _____ assist in a learning center (indicate learning center by circling--art, science, language arts, math, imaginative play).
2. _____ work with small groups using games and other educational materials.
3. _____ assist children in the use of machines--typewriters, System 80, computers.
4. _____ instruct and reinforce skills on a one-to-one basis.
5. _____ direct gross-motor development activities (playground).
6. _____ other? Please specify.

I WOULD LIKE A PARENT TO:

Help me at school during the parent's available time by mutual agreement between the parent and myself:

1. _____ write a story as a child tells it.
2. _____ read stories to children.
3. _____ listen to beginning readers read.
4. _____ assist in cooking or other special activities.
5. _____ supervise playground activities.
6. _____ assist children in fine-motor tasks--cutting, pasting, etc.
7. _____ other? Please specify.

I WOULD LIKE A PARENT TO:

Help me by doing the following tasks at home:

1. _____ cut (pictures from magazines, shapes), sew, etc. (as needed).
2. _____ prepare instructional materials.
3. _____ locate and investigate field trip possibilities.
4. _____ locate sources of give-away supplies (as needed).
5. _____ compile a booklet of community resources of interest to young children and/or their families.
6. _____ other? Please specify.

I WOULD, OF COURSE, LIKE A PARENT TO:

Help me as needed for:

field trips	parties and other special occasions	swimming supervision	other (specify)

What additional COMMENTS, SUGGESTIONS, or QUESTIONS do you have regarding parent volunteers in the school?

Thank you for your assistance in helping me plan a successful program.

Virginia

APPENDIX G

TEACHER-PREFERRED GOALS EVALUATION FORM

Please indicate your agreement or disagreement by circling the appropriate response to the following statements:

1. The use of parent volunteers in the classroom has helped me meet the needs of individual children through increased personal attention and assistance.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

2. The use of parent volunteers in the classroom has enabled me to enrich the experiences of my students beyond what is typically available in school.

5	4	3	2	1

APPENDIX H

VOLUNTEER RECORD FORM
FOR VOLUNTEERS ON A REGULAR BASIS

Volunteer's Name:_____

Teacher's Name:_____

Date:_____Starting Time:_____Ending Time:_____

Activities (brief description):

Students-- Individual or Small Groups	Completed Task	Needs Additional Work
1.		
2.		
3.		
4.		

Comments:

Next Visit: Date_____ Time_____

We really thank you for giving your time to help students.

APPENDIX I

VOLUNTEER RECORD FORM
FOR VOLUNTEERS WORKING DURING AVAILABLE TIME
OR
VOLUNTEERS WORKING AT HOME

Date:_____

VOLUNTEER RECORD FORM for

1. Volunteers working during available time
   or
2. Volunteers working at home

VOLUNTEER'S NAME:_____ TEACHER:_____

What I did:

Total Hours:_____

Comments:

We thank you for giving your time to assist in our program.

Date:_____

VOLUNTEER RECORD FORM for

1. Volunteers working during available time
   or
2. Volunteers working at home

VOLUNTEER'S NAME:_____ TEACHER:_____

What I did:

Total Hours:_____

Comments:

We thank you for giving your time to assist in our program.

APPENDIX J

VOLUNTEER RECORD
for
Occasional Volunteers

(Field Trips, Parties, Swimming Supervision, Other)

DATE	VOLUNTEER'S NAME	ACTIVITY	Number of HOURS

APPENDIX K

CALENDAR PLAN FOR ACTION

The following schedule outlined the plan for designing, implementing, and evaluating an effective volunteer program in the Lower School:

Months 1 and 2 (August and September)

- --continue review of the literature
- --compose memo to parents regarding volunteer program
- --develop needs assessment questionnaire/checklist (staff)
- --develop volunteer activities checklist (parents)
- --meet with Lower School Director and review plans for volunteer program
- --orient staff to practicum problem and solution
- --administer needs assessment questionnaire/checklist to staff
- --administer volunteer activities checklist to parents

Month 3 (October)

- --determine goals and objectives for volunteer program
- --develop program policies
- --develop inservice orientation for staff
- --develop orientation for volunteers
- --hold orientation for staff, delegating responsibilities as appropriate
- --begin active recruitment

Months 4 and 5 (November and December)

- --continue recruitment
- --hold orientation for volunteers
- --make placements, matching volunteers to tasks

--train volunteers to perform tasks

--monitor volunteers and program

Months 6 and 7 (January and February)

--continue recruitment, orientation, and training as needed to meet changing needs

--provide continuous support

--do summative evaluation (entire program)

Months 8 and 9 (March and April)

--continue recruitment, orientation, training

--use information from summative evaluation to improve weak areas of the program as indicated

--continue informal evaluation

--encourage feedback between teachers, volunteers, and volunteer coordinator

--begin planning event honoring volunteers

--begin organizing for next year

Month 10 (May)

--complete a second summative evaluation

--analyze the data collected

--give participants feedback

--recognize teacher contributions to the program

--revise the program for the following year

--write, type, and submit final report

APPENDIX L

VOLUNTEER AVAILABILITY QUESTIONNAIRE

Name: _____

Telephone: _____

Child's Area: PS PK K

The parent volunteer program is being redesigned and expanded this year in an effort to increase participation.

Realizing that parents have busy schedules and varying amounts of time to contribute, we would like to provide a range of activities requiring varying amounts of time and degrees of commitment. We would like to be able to accommodate all of you who are interested in becoming involved--whether you can make a regular commitment or have only "spot" time to give.

At this point, we need to know who would like to be a volunteer and the type of commitment you have in mind. In a follow-up form we will list volunteer activities from which you may choose and we will request your suggestions for additional activities.

Would you like to:

1. _____ work at school one morning a week on a regular basis? If so, please indicate which day would be best for you:

   M Tu W Th F

2. _____ work at school during your available time by mutual agreement between yourself and a staff member?

3. _____ do tasks at home?

4. _____ volunteer occasionally? Indicate preference(s):

   field trips | parties and other special occasions | swimming supervision

Do you have any comments, suggestions, or questions regarding the volunteer program? If so, please list on the reverse side of this questionnaire.

Thank you for your assistance in helping us plan a successful program.

Volunteer Coordinator

APPENDIX M

NEEDS ASSESSMENT QUESTIONNAIRE/CHECKLIST

RESULTS

1. Are you satisfied with the present parent volunteer program?

YES	NO	N/A
1	9	2 (new staff)

Why? Why not? Comments included the following:

--program is limited in scope
--program doesn't sufficiently take into account the talents and skills of volunteers
--time requirements lack flexibility
--parents not consistent in their volunteering efforts
--parents insincere in desire to work for the good of the school
--parents want to get into their children's classrooms (the "spy" factor)
--parents' participation is inconsistent
--parents' attendance is irregular
--parents don't appear to feel a commitment
--parents' volunteering reflects self-interest rather than productive or purposeful participation
--not enough volunteers

2. Would you like to see the present program redesigned and expanded?

YES	NO	N/A
9	1	2

Why? Why not?

--to provide increased benefits to children
--to promote better school/home relationships
--to develop more consistency
--to meet the volunteering needs of the parents
--to provide a liaison (volunteer coordinator) between teachers and interested parents
--to provide teachers/students with needed assistance
--to provide parents with special assignments so that they can feel committed and experience the rewarding results of their contribution
--to enhance and strengthen our present Lower School program

--to accommodate parents who want to volunteer in whatever capacity they can--regularly or as needed

--to have parents become involved in purposeful participation for the "general" welfare of the school and the children

3. Please rank the following goals of a parent volunteer program in the order of their importance to you:

1 = most important # 5 = least important

Goals are listed in order of their importance to the staff and are followed by their mean scores:

1. To meet the needs of individual children through increased personal attention and assistance (1.83)

2. To enrich the experiences of children beyond what is typically available in school (2.58).

3. To develop cooperation and communication between parents and teachers for the benefit of the child (2.83)

4. To help teachers be more effective by giving them more time for professional activities (3.50)

5. To encourage parents to contribute to the welfare of their children, school, and community (4.25)

Are any other goals of importance to you? If so, please list:

--to develop or strengthen a positive sense of community--that the parents and teachers are both pulling for the children and that exciting things are happening

--to give the parents a sense of involvement in their child's growth at school

--to help parents become more aware of the developmental needs of children so as to develop realistic expectations for their own children

ACTIVITIES--Teachers desired volunteer assistance as indicated below:

Regular Basis--one morning a week	12
Available Time by mutual agreement between the parent and teacher	12
Doing tasks At Home	11
Field Trips, Parties, Special Occasions, Swimming Supervision, Other	12

Additional COMMENTS, SUGGESTIONS, or QUESTIONS regarding parent volunteers in the school included the following:

Comments--pleasure in having someone coordinate the parent volunteer program

--agreement with parents as to role when at school

--confidentiality

Question--What problems occur when with one's own child or when in other areas separated from one's child?

Suggestions--Teachers should be prepared for the volunteers, warm and welcoming

--Confidentiality should be stressed to volunteers as a responsibility that goes hand-in-hand with their commitment to participate as part of the school staff

APPENDIX N

VOLUNTEER AVAILABILITY QUESTIONNAIRE

RESULTS

Would you like to:

1. work at school one morning a week on a regular basis?

PS	1
PK	6
K	13

2. work at school during your available time by mutual agreement between yourself and a staff member?

PS	9
PK	17
K	21

3. do tasks at home?

PS	13
PK	17
K	22

4. volunteer occasionally? (field trips, parties and other special occasions, swimming supervision)

PS	29
PK	40
K	46

TOTALS:		
	Regular Basis	20
	Available Time	47
	At Home	52
	Occasionally	115

SAMPLE: VOLUNTEER INTEREST LIST

PARENT VOLUNTEER PROGRAM

PREKINDERGARTEN--Volunteer Activities List

SUNBEAMS--Ms. XXXXXXXX

XXXXXXX, Lisa--FT, parties

XXXXXXX, Cindy--Room Mother
FT, parties

XXXXXXX, Ramona

XXXXXXX, Gertrude--FT

XXXXXXX, Paula--any: write, read, listen, cook, f-m, plygd
cut, IM, FT, supplies
occasionally: any

XXXXXXX, Barbara--LC: any
write, read, listen
cook, f-m, plygd
FT, parties

XXXXXXX, Terry--art, IP--Tues.
read, cook, f-m
FT info
FT, parties

XXXXXXX, Renee--items for parties

XXXXXXX, Ida--occasionally: any

XXXXXXX, Gail--LC:LA
write, read, listen, f-m
IM
FT, parties

XXXXXXX, Mickey--cut, IM, FT info, supplies

XXXXXXX, Jean--parties

XXXXXXX, Fran--Room Mother
FT, parties

XXXXXXX, Pam--LC: art, LA, IP--Weds.
IM, FT info
occasionally: FT, parties, SS

COLOR CODING KEY:

◯ = regular basis
◯ = available time
◯ = at home
◯ = occasionally

RAINBOWS--Ms. XXXXXXXX

XXXXXXX, Allison--FT, parties, SS

XXXXXXX, Caren--FT

XXXXXXX, Kathy--FT, SS

XXXXXXX, Ilene

XXXXXXX, Liz--LC: art, LA, IP, machines, one-to-one;
read, listen, cook, plygd
cut, IM

XXXXXXX, Susan

XXXXXXX, Bonnie--LC: any--Mon., or Weds. a.m., Tu or Th p.m.
write, read, listen, cook, plygd, f-m, any

XXXXXXX, Janet--LC: LA, math, sm grp, one-to-one--Mon. or Tu.--alternate between PreK and K;
cook, f-m
cut, IM, FT, Room Mother
FT, parties

XXXXXXX, Robin--FT, parties, SS

XXXXXXX, Martha--occasionally

XXXXXXX, Carol--read, listen, f-m, cook
cut, FT info, supplies
FT, parties, SS

XXXXXXX, Lisa--cut, IM, call parents
FT, parties, SS--au pair

XXXXXXX, Bobbie--Room Mother
FT, parties, SS

XXXXXXX, Debbie--LC: art, LA, math, IP--Tu or TH
FT, parties

XXXXXXX, Marlene--LC: any, one-to-one--Mon.
write, read

BIBLIOGRAPHY--STAFF ORIENTATION

BIBLIOGRAPHY FOR STAFF

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AGENDA--STAFF ORIENTATION

AGENDA FOR STAFF ORIENTATION

Parent Volunteer Program

1. Overview of program--goals
   - A. Problems during previous years
   - b. Attempts to reduce them
2. Results of Needs Assessment Questionnaire/Checklist
3. Results of Volunteer Activity Checklists
4. Structure of program
   - A. Liaison--each team
   - B. Forms to complete
5. Working effectively with volunteers (articles)
   - A. Training, supervising
   - B. Recognizing their efforts
6. Evaluation procedures
7. Staff's present needs
8. Questions and answers

APPENDIX R

VOLUNTEER REQUEST FORM

Request for Volunteer Services
in the Classroom

Teacher's Name:_____

Please indicate your present needs for volunteer services.

First clarify regular basis (one morning a week) or flexible and, in either case, list your own preferences (days, hours, duration, etc.). Then list the types of activities you have in mind:

Please review the sheets of names and preferred activities that I distributed last week and if you can effect a match between your needs and a volunteer's interests, please do so, listing the name(s) below:

If not, I'll recruit a volunteer at the upcoming orientation session.

Thanks.

Volunteer Coordinator

APPENDIX S

LOWER SCHOOL PARENT VOLUNTEER SIGN-IN SHEET

VOLUNTEER'S NAME	GRADE	DATE	TIME IN	TIME OUT	TEACHER'S NAME

APPENDIX T

VOLUNTEER POSITIONS: SIGN-UP SHEET

VOLUNTEER POSITIONS -- Prekindergarten IV
SIGN-UP SHEET

Interest Center:	Time:	Activity:
PLAY AND IMAGINE	8:45-11:20	Board Games
M _____		
W _____		
Th_____		
PLAY AND LEARN (mathematics area)	8:45-11:20	Computer Games
M _____		
Tu_____		
W _____		
Th_____		
PLAY AND COMMUNICATE (language area)	8:45-11:20	Language Lab
Tu_____		
W _____		
Th_____		
F _____		
	8:45-11:20	Pre-Writing Skills
Tu_____		
W _____		
Th_____		
F _____		

SPORTS CLUB (1 - 3 volunteers per day)	1:30-2:10	Gross-Motor Assessment and Activities
M _____		
Tu _____		
W _____		
Th _____		
COOKING/CRAFTS CLUB	1:30-2:10	Assistance
M _____		
Tu _____		
W _____		
Th _____		
ACADEMIC GAMES CLUB	1:30-2:10	Games with small groups
M _____		
Tu _____		
W _____		
Th _____		

The University School of Nova University
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DIRECTORS
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Robert C. Miles
Upper School
Sherry Solomon
Admissions

APPENDIX U

LETTER TO VOLUNTEERS (HOME)

October 11, 1984

Dear _____:

Thank you for volunteering to do activities at home. Your willingness to participate in this year's Parent Volunteer Program is greatly appreciated.

A number of teachers are presently organizing tasks to be done and will contact "at home" volunteers when needed. At that time a form will be sent home asking that you record the amount of time you spend on the activity. Please complete a form each time you do an activity and return it to your child's homebase teacher so that all contributions can be documented.

Thank you.

Sincerely,

Virginia Haley

Virginia Haley
Parent Volunteer Coordinator

VH/eh

Accredited by the Southern Association of Colleges and Schools and by the Florida Council of Independent Schools

LETTER TO VOLUNTEERS (CLASSROOM)

October 11, 1984

Dear _____:

Thank you for volunteering to participate in this year's Parent Volunteer Program. A general orientation meeting will be held on THURSDAY, OCTOBER 18th at 8:30 AM for all parents planning to work in the classroom - on either a regular basis (one morning a week) or during their available time. It is important that all volunteers attend this meeting. .

The meeting will be held in the PreKindergarten House and will last approximately 45 minutes. This information sharing session will cover the following topics:

1. Importance of the volunteer program; importance of the volunteer
2. Program philosophy, goals, and objectives
3. Role of the volunteer
4. Role of the teacher
5. Professional ethics
6. School policies and procedures
7. Samples of records and forms
8. Questions and answers

Please complete the form below and return it tomorrow to your child's homebase teacher. Your prompt reply is appreciated.

We're looking forward to seeing you at Thursday's meeting.

Thank you,

Virginia Haley
Parent Volunteer Coordinator

* *

PARENT VOLUNTEER NAME: _____

CHILD'S HOMEBASE TEACHER: _____

____ Yes, I will attend. ____ No, I cannot attend.

APPENDIX W

VOLUNTEER ORIENTATION--Agenda/Notes

IMPORTANCE OF THE VOLUNTEER PROGRAM/VOLUNTEER

Involvement of parents in the educational process has emerged as a priority of the 80s, especially during the early childhood years since we are now aware of the effect the environment and early experience have on later learning.

We at the University School want involved parents--help is important in operating and maintaining a quality program.

Goals/needs/ advantages as indicated by teachers

---individualized instruction, a more personalized program, for children--extra practice in skill areas, greater depth in academic areas
---enrichment--activities otherwise beyond the scope of the program
---expansion of available resources--tapping the great wealth of parent talent
---closer and more sustained contact between parents and teachers

Advantages to parents

---making a direct contribution to the education of their own children and others
---seeing what children are doing and learning ways to help them at home; understanding the curriculum, what is being taught and why
---learning more about the school, about their children
---learning new skills, gaining personal satisfaction

Advantages to children

---broader scope of program
---heightened self-image and self-esteem
---increased opportunity for individualized instruction
---fun

Because of the advantages to all concerned, a parent volunteer program gives a school more "teaching power."

PROGRAM PHILOSOPHY, GOALS, OBJECTIVES

The University School's philosophy is to treat each child as an individual with experiences, abilities, and interests different from those of other students.

This same philosophy can be applied to our volunteers.

This year's program is attempting to be more responsive to both teachers' and volunteers' needs--recruiting to fulfill specific roles and filling roles with specific volunteers' abilities, interests, and time in mind.

---teachers completed needs assessment
---volunteers completed activities checklist after indicating degree of commitment they could make
---different types of involvement, many choices were offered
---volunteers' interests to be matched with teacher needs

Volunteers will be assigned as teachers request specific services; needs will change and probably will increase as the year goes on.

Thus volunteers will not be starting all at one time; they will be scheduled to begin gradually and worked into the program smoothly so as to achieve success within the program and to provide maximun benefits to children.

On the other hand, teachers do not want to lose volunteers. Those eager to get involved right away must notify the volunteer coordinator and a spot will be found, though it may not be the volunteer's first choice.

(At this point teachers' present needs were described and clarified so that volunteers could think about them as the orientation continued.)

Role of the Volunteer/ Responsibilities, etc.

When parents work in the classroom, they become part of the educational team--under the direction and supervision of the classroom teacher.

Efforts will be made to assign volunteers to areas/tasks related to their indicated interests and abilities. Teachers want to know volunteers' specific skills, talents (ex., if a former teacher, artist, etc.).

Yet, it is a supportive role, its purpose being to support staff/programs/ school in their efforts--therefore, a volunteer must also be responsive to teachers' needs.

Observe teacher/children to understand established routines, policies, styles, etc. Teachers won't have time to explain everything.

Offer services to teacher when there is an obvious need for help.

Share concerns, problems with teacher, plan together when appropriate; communication is encouraged with the staff for clarification and evaluation purposes.

Give children plenty of positive feedback, structure in success.

Be responsible for your own commitment to the program; give teacher adequate notice of absences or call Lower School secretary.

---teachers plan for volunteers and look forward to their participation
---children look forward to their "turn"

Role/Responsibilities of the Teacher

---Make volunteers comfortable, answer their questions (parking, coffee, rest rooms, place for pocketbook); it may take time to feel comfortable and build working relationships

---Prepare students for volunteers

---Schedule volunteers' time, plan their tasks

---Train volunteers to do tasks
--direct instruction, demonstration, observation
--provide materials, space
--explain own policies/procedures

---Select children to work with, explain their special learning needs

---Guide and supervise volunteer work

---Be responsible for education of the children

---Be responsible for discipline--volunteer may be firm but should turn over problems to teacher (rare)

Space is a problem; we must all be flexible.
Tasks are all important, even those that seem menial.

PROFESSIONAL ETHICS

1. Dependability, reliability, punctuality
--teacher depends on volunteers
--children enjoy working with volunteers

2. Confidentiality

Problems and information concerning both staff members (differences in teachers' basic philosophies and styles) and students (skill discrepancies among children, behavioral problems, etc.) are considered confidential.

Reactions to particular staff members and particular children must remain confidential (as opposed to recognizing a real need or problem and working constructively together to correct it).

Teachers will in some cases share information regarding a child's learning style, special needs--this is confidential and not to be shared.

Use discretion in commenting on all school matters. Be cautious about remarks made within hearing of own children.

For concerns regarding curriculum, classroom management, see--a. Teacher with whom you work
b. Head teacher of that area
c. Lower School Director

For concerns about the volunteer program or about other volunteers, see--a. Volunteer Coordinator
b. Lower School Director

Please discuss all school business through these proper channels. Sharing confidential information has an adverse effect on the program.

3. Communication--a two-way street between the volunteer and the teacher; ask questions, share ideas, talents, observations, build a good working relationship with one another.

SCHOOL POLICIES AND PROCEDURES

Sign-in procedures--Main Building, Family Center, PreK III, PreK IV

Call Lower School secretary or notify teacher when unable to come in.

Report to teacher after signing in; teacher is responsible for volunteer activities and training.

Fire Drills--a possibility

Volunteer forms to complete--explain and clarify.

SAMPLES OF RECORDS AND FORMS

Rationale--to document types of activities
--to document hours contributed

"Comments" section--very important device for on-going evaluation of the program. Volunteer coordinator wants to know the positives and negatives, wants satisfied volunteers and teachers; can make program modifications based on "comments."

First record form--appropriate for "regular" volunteers
Second record form--appropriate for the "flexible time" volunteer and the "at home" volunteer
Third record form--appropriate for "special events"

Additional evaluation form to be filled out in January and again in May--to rate volunteer satisfaction with the program.
Purpose is to evaluate the program--not participants' performance.

We want to keep volunteers with us--therefore, we want them to be interested, challenged, rewarded.

We need to know how volunteers are reacting, their ideas to improve the program, if they feel they are being adequately utilized--whatever.

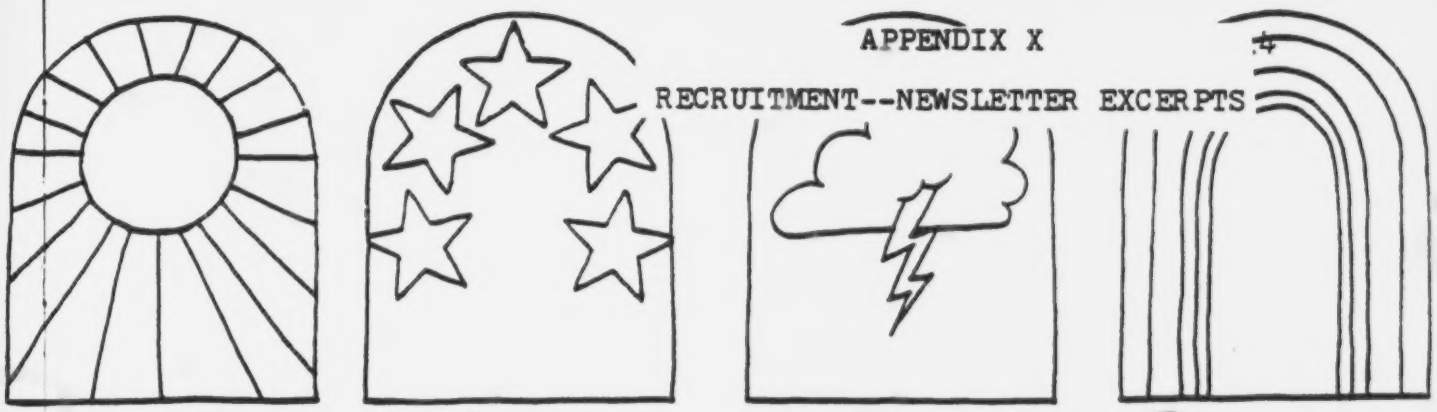
With this input, we can improve the program at any time and eliminate problems in next year's program.

QUESTIONS AND ANSWERS

(Comment on p. 3 of Volunteer Activities Checklist--weekend/extracurricular activities)

APPENDIX X

RECRUITMENT--NEWSLETTER EXCERPTS



The Prekindergarten Review-Preview

Featuring the Heavenly Bodies . . .

August 31, 1984
Pre-Kindergarten

S W I M M I N G N E X T F R I D A Y - Next Friday, September 7, the prekindergarten children will be going swimming in the afternoon. PLEASE SEND, WITH YOUR CHILD, A BATHING SUIT, A TOWEL, AND A PAIR OF POOL SHOES (Easy on/easy off rubber or plastic shoes) in a labeled plastic bag. We will need parent volunteers to assist us with dressing and supervision at the pool from 12:45 to 2:15 PM. Please contact your child's teacher if you are able to volunteer on Friday during this time. Thank you.

September 7, 1984

ROOM MOTHERS: Several mothers have graciously agreed to serve as "room mothers" this year. They will be phoning you occasionally to ask your assistance regarding various special activities.

Assisting the teachers will be:

Mrs. Haley	- Fern Maeroff/Cindy Berger
Ms. Zeiler	- Joan Ast
Ms. Mendelson	- Bobbie Ostroff/JoAnn Levy
Miss Goldfarb	- Diana DeBarros

September 15, 1984

Parent Volunteer Program: A follow-up questionnaire ("Volunteer Activities Checklist") is being sent to those of you who indicated an interest in volunteering to work in the classroom or to do activities at home. We are asking that you return these promptly so that we may proceed with our plans for the volunteer program.

September 24, 1984

A SPECIAL THANKS TO: - JoAnn Levy for her donation of pots and pans.
- our swimming volunteers, our cooking volunteers, and our very special "grandmother" volunteer.

October 8, 1984

REVIEW.....

PAJAMA DAY - On Friday we all discovered the pleasure of wearing pajamas to school and such an assortment of pretty pajamas it was....including purple and pink, polka dot and plaid, and so many Supermen:!! We teachers want to express our thanks and appreciation to our room mothers and to all the parents who provided food items and helped prepare the wonderful breakfast.

October 15, 1984

Incidentally, Ms. Haley has an interesting-looking recipe for "rainbow" cookies which she would be happy to make available to any volunteer baker out there. So....if baking is your thing....please see Ms. Haley!

October 22,1984

A Special Thanks to..... Thomas MacDonald and his mother Jane for making really delicious rainbow cookies for the Rainbow Kids. T.J. Hawkins and his father Timothy for providing round "ronuts" (donuts in sound-of-the-w talk) for the entire preKindergarten. Bryan Manson and his mother Carol for making snap and clap pattern cards. All of you who attended the Orientation meeting for parent volunteers and are planning to work in the classroom. (Incidentally, our computer has arrived in the Play and Learn area. We have openings for volunteers-both Monday and Thursday AM to ass in introducing the children to computer tasks. See Ms. Mendelson if you are able to volunteer during either of these times.)

October 29, 1984

LUAU - The luau was lovely - to say the least! Thank you so much, parent for your contributions of fruit.

Many thanks to our teacher aides and our parent/grandparent volunteers w helped make this day so special. Thanks to Bobbie Ostroff (Linsey's mom for her donation of a record featuring Hawaiian music.

November 6, 1984

HALLOWEEN - To prepare for Halloween, the PreK students created happy Halloween hearts on Monday, baked pumpkin bread on Tuesday, and carved pumpkins, roasted pumpkin seeds, and decorated their slices of pumpkin bread on Wednesday morning. Wednesday afternoon they played games, sang and dramatized Halloween songs, and ate their homemade snack.

All the children and staff send a warm "thank you" to all the parents for their help in making our party a success. Certainly a happy Halloween holiday was had by all.

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CLUBS - Last week we began our afternoon enrichment activities in the PreK. The schedule is as follows:

1:30-2:00	Ms. Haley's SUNBEAMS	Ms. Zeiler's TWINKLING STARS	Ms. Mendelson's RAINBOW KIDS	Ms. Goldfarb's BOLTS
MONDAY	Academic Games	Children's Literature	Crafts & Cooking	Sports Club
TUESDAY	Children's Literature	Crafts & Cooking	Sports Club	Academic Games
WEDNESDAY	Crafts & Cooking	Sports Club	Academic Games	Children's Literature
THURSDAY	Sports Club	Academic Games	Children's Literature	Craft's & Cooking
FRIDAY	F R I D A Y -- F U N T I M E ACTIVITIES			

If you would like to volunteer your time to assist in any of these clubs, please speak with the teacher in charge:

Academic Games: Ms. Haley
Crafts & Cooking: Ms. Mendelson
Children's Literature: Ms. Zeiler
Sports Club: Ms. Goldfarb

SPORTS CLUB: This week in Sports Club we began a gross-motor assessment of all the children. We are using the screening to determine which children need more exposure to these types of exercises, which children have accelerate coordination and are ready for specific skills and to determine which P.E. type games the children enjoy the most. In weeks to come, we will be doing various exercises to music, rythm movement, circle and cooperative games. gymnastics, work with athletic equipment, and beginning sport skills. The sneaker schedule is as follows:

BOLTS - Monday
RAINBOW KIDS - Tuesday
TWINKLERS - Wednesday
SUNBEAMS - Thursday

I am anxiously seeking parent volunteers to help with the assessment as it is time consuming and the sooner we complete this task, we can get on to the program.

DADS ARE WELCOME!

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November 26, 1984

THANKSGIVING FEAST:

We teachers would like to give thanks to all the adults who helped make our special dav a smooth-running, pleasant, and meaningful experience for everyone.

A Soecial Project: In response to a number of inquiries, we are interested in knowing about community resources of interest to young children (ages 2½ to 6) and their families - and WE NEED YOUR HELP. We are specifically interested in information relating to lessons (gymnastics, dance, karate, music, arts and crafts), athletic teams (T-ball, soccer, bowling), children's theater groups - whatever! Your additional ideas are most welcome.

We would appreciate any information or leads you parents could give us ie. names of individuals or organizations providing such activities, addresses, phone numbers, types of activities offered, age levels for which activities are appropriate, costs, etc.

If you happen to have a pamphlet, brochure, or flyer that you could pass along to us, that would be most helpful. Otherwise, just jot down what information you do have on a piece of paper and have your child deliver it to his/her homebase teacher. Thanks.

January 9, 1985

THANK YOU..... We would like to thank Jaime Lazar and her family for taking care of our hamsters over the vacation. Their new home is beautiful. Thank you.

JANUARY 22, 1985

REVIEW - "b" Week - Being anything but boring, "b" week breezed briskly by. We were so busy with our many activities inspired by the wonderful sound of b

FRIDAY - We could never have envisioned such an assortment of BEARS as appea on Friday! There were gigantic bears and tiny bears, fuzzy bears and smooth bears, brown bears, white bears, colored bears, cuddly bears, puppet bears, polar bears, old bears, new bears, musical bears - bears, bears.

The highlight of the day was our Teddy Bear picnic, held indoors due to the damp weather outside. The preKindergarten staff and children extend a big Thank-you to Mrs. Pat Stark and Rayni for baking the best bear cookies presented in a brown basket covered with a beige napkin and adorned with a beautiful bow. Thank you! Thank you!

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February 4, 1984

VALENTINE'S DAY - Our Valentine's Day party will be held the afternoon of Thursday, February 14th. Children may bring in their valentines anytime before then. We ask that each child bring in 16 valentines, which she/he has signed on the back. Please do not put names on the envelopes. The children will distribute their cards to classmates on the day of the party

Room mothers will be calling some mothers from each class, asking for special items for the party. If you would like to assist with the party itself, please contact your child's teacher.

Thanks once again for your enthusiastic help and cooperation.

March 19, 1984

Post Office Trip

Field Trip to Metro Zoo

We would like to thank all the parents who helped make both trips so productive and so much fun.

Bake Sale - The PreK teachers want to extend the biggest, warmest THANK YOU to all parents who made the Bake Sale so fabulously successful. Special thanks go to:

- Bobbie Ostroff and Barbara Lazar - the dynamic duo - chairpersons of the event.
- members of the Bake Sale Committee.
- parents who worked at school helping the children make tickets and selling goodies the day of the sale.
- to Pat Stark for making the beautiful posters
- all the parents who contributed such delicious goodies.

We certainly appreciate and are grateful to you for your willingness to share your energy, talents, and time in making a most meaningful contribution to our program. Thanks and Love ....

Virginia, Kit, Robin, Katie,
Carol and Judi

"f" Week

MARCH 26, 1985

A special thanks to: - Debbie and Jenny Gonzalez for providing fabulous baskets of fresh fruit for Friday.
- Jean and Susan Lewis for providing fudge frosting filled cookies.

April 9, 1985

SPRING PRODUCTION: This year's performance of "Our Favorite Things" was a stunning success, enjoyed by both the performers and their guests. Thank you, parents, for all your gracious compliments on the production and for your help in preparing and costuming the children for the play.

A special thanks to our volunteer refreshment committee for adding a most special final touch.

April 15, 1985

PARENTS WHO WISH TO VOLUNTEER.....

A special ceramic project is planned for Mrs. Zeiler's club time. If you would like to play academic games with small groups of children from 1:30 to 2:10 PM any or all weekdays from April 15 - 26, this is your chance! One or two volunteers are needed each day to make this special project possible.

Other volunteers are needed to make simple puppets for the play and imagine area. You may donate supplies or they can be provided. Only simple sewing techniques are required.

PLAY & IMAGINE: Thank you Jaime Lazar and other contributors to our department store. It is not too late for other children to bring in items. So far, sales have been low volume, but it is a great variety store. Item possibilities include - empty perfume bottles, handkerchiefs, shoes, costume jewelry, large shirts, toys, household items, etc.

To culminate our winter units encompassing lifestyles around the world, we will have a SPECIAL EVENT on Friday featuring foods from around the world and international clothing. We will be having foreign stories, and music, a fashion show, and a food tasting party. Your child can participate in one or more of the following ways:

bring a costume or artifact from another land for display - come to school dressed in a costume or in clothes with the flavor of another country - (try adding a hat or bandana to regular school clothes). bring a book about children from other lands- bring a record of ethnic music - bring a tape of people speaking another language - bring a prepared dish such as Italian or Chinese food. It can be a main dish, appetizer, or desert. Favorites in the past have been egg rolls, Englsih pudding, rice dishes, and rigatoni. Please send it in a disposable pan and label it with the name and place of origin. Teachers can reheat these before serving. About 60 tablespoons is a sufficient quantity. Let your homebase teacher know is you are contributing a food. The more the merrier.

Parent volunteers are invited to join in the fun and celebration.

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April 23, 1985

PK IV

REVIEW

PLAY & IMAGINE: Mothers, the thanks goes to you for preparing a yummy international buffet to stimulate the children's taste buds. The children tried many foods and enjoyed our indoor picnic. They were cute in our fashion show of international couture, and parent volunteer Barbara Lazar delighted all with guitar accompaniment to Sing Along Songs in Spanish! The morning activities featured observing the many artifacts which had transformed Mrs. Zeiler's room into a museum! It included authentic costumes, currency, dolls in folkwear, statuary, and a stuffed llama.

Thank you all for your contributions to our special day which elevated the children's cultural awareness. Special thanks go to Barbara Lazar, and to Debbie Gonzalez, Ilena Carrillo, Elizabeth Compton, JoAnn Levy, Jane McDonald, Marleen Posner, Felice Sorel, and Pat Stark for setting up the buffet.

SPECIAL PROJECT: Parents who might be able to volunteer --- We have only one volunteer for three days to help make our ceramic project possible. If you can possibly help out even one afternoon from 1:30 to 2:10 PM PLEASE let Mrs. Zeiler know as soon as possible. Afternoons involved are April 17-18, 22-26, and 29-30. Without additional help, we will not be able to provide this unusual opportunity for your children.

April 29, 1985

PARENT VOLUNTEERS; The ceramic project will extend for two more weeks. If you would like to help with small group activities from 1:30-2:10 PM, let Mrs. Zeiler know.

Thank you Ann Kirsch, Debbie Gonzalez, Marleen Posner, Conchita Juriga, and JoAnn Levy for donating your time. I would especially like to cite Pat Stark and Jane MacDonald for contributing more than six afternoons of service.

We still need volunteers to make or donate puppets for a puppet interest center.

FOOD DRIVE: Thanks to all parents who contributed items to our food drive, inspired by the "We Are the Children" campaign. A special thanks goes to Jonathan Dreyer for his creation of a fabulous poster and to Ruth Dreyer for taking on the responsibility for overseeing the distribution of the food

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HOLIDAY LETTER

The University School of Nova University

7500 S.W. 36th Street, Fort Lauderdale, Florida 33314 305/475-7500

Joseph D. Randazzo
Headmaster
Robert C. Miles
Assistant Headmaster

DIRECTORS
Joan A. Gelormino
Lower School
Amanda H. Griggs
Middle School
Robert C. Miles
Upper School
Sherry Solomon
Admissions

December 7, 1984

Dear Parent Volunteer:

With the coming of the New Year, we would like to take this opportunity to express our sincere thanks and gratitude for the giving of your time and self to benefit and reinforce our children's academic needs.

We appreciate the concern, cooperation and effort you have put forth thus far and look forward to a continuum of the same.

Season's Greetings.....Have a Happy and Healthy New Year.

Sincerely,

THE UNIVERSITY SCHOOL

Virginia Haley

Virginia Haley, Coordinator-Parent Volunteer
Teacher/Team Leader

Joan A Gelormino

Joan A. Gelormino, Ed.D.
Director/Lower School

eh

Accredited by the Southern Association of Colleges and Schools and by the Florida Council of Independent Schools.

APPENDIX Z

VOLUNTEER HOURS--THROUGH FEBRUARY 15

Hours of Service

(October 22--February 15)

	PS	PK	K
Instruction	42	370	222
Enrichment	28	135	148
Home	14	45	48
Parties/ Sp. Occasions	18	118	50
Field Trips	0	0	0
Swimming Supervision	54	40	0
Fundraising	0	0	0
TOTALS	156	708	468

(NOTE: Two volunteers, experienced in the Lower School program, started the week of September 10.)

APPENDIX AA

PROGRAM EVALUATION FORM FOR TEACHERS

RESULTS

Please rate your satisfaction with the volunteer program by circling one of the seven numbers opposite each statement. Additional comments about the program are encouraged.

STATEMENTS followed by mean scores:

1. The volunteers have been regular in attendance (6.5).
2. I am able to adequately train volunteers to perform tasks (6.0).
3. Once the volunteer understands the task, she is able to work without much direction from me (6.6).
4. The volunteers relieve me of non-teaching chores (5.8).
5. The volunteers are able to assist effectively in some parts of the instructional program (6.7).
6. I am able to use the particular talents, skills, or experiences of volunteers (5.3).
7. The services contributed by the volunteers are beneficial (6.9).
8. The children enjoy working with the volunteers (6.8).
9. The volunteers appear to enjoy working in the school (6.5).
10. I feel that the volunteer program strengthens home/school relations (6.8).

In what respects is the volunteer program most commendable?

--It helps parents and teachers appreciate <u>each</u> <u>other</u> as people who affect the lives of children.

--It helps teachers, parents, and children all develop a respect for each other and understand each other's needs.

--The parents who have had successful experiences have good feelings about the school and they convey those feelings to other parents.

--Quality of volunteers

--The volunteers relieve me of non-teaching chores.

--The volunteers provide valuable assistance in prescriptive work with students.

--It allows children to relate to an "other" adult.

--It improves the teacher/pupil ratio.

--It helps parents get a clearer picture of the program and what goes on from day to day.

--The volunteer gives extra one-to-one attention and at the same time enables teachers to give extra one-to-one attention to the children.

--It encourages continuing dialog between teachers and parents and allows for more one-to-one activities.

--It enhances parent support of our program.

--The parents are very capable and, in many cases, talented. They are generally positive.

--The volunteers this year were well-informed about out program goals, their duties, and their responsibilities. They dealt with the children in a more professional manner and related information to teachers in an objective way.

--Parents who attended the October orientation were more successful than the ones who did not. They seemed to know what to expect and were the most consistent.

--All the steps taken as part of this practicum have provided organization which has greatly improved the attendance of parents, their sense of importance, and the teacher's responsibility in providing a role for them.

In what respects is the volunteer program in greatest need of improvement?

--We need more parents willing to donate fixed regular amounts of time and who are serious about the work involved.

--More volunteers

--Parents must be aware that they are there to assist the teacher, not criticize the program.

--An even clearer understanding of "our" philosophies, goals, and methods used should be available to parents so that they can work in accordance with these philosophies, goals, and methods as well as avoid any misunderstandings or misinterpretations. The "hows" and "whys" of what we do daily would help to promote confidence and communication to an even greater degree.

--Certain parents continue to use some of their time at school to gossip and compare notes, a practice which is harmful to the program.

--More educational computer materials are needed to relieve boredom of parents assisting children at the computer.

--Teachers need to organize themselves better so as to provide the parents wanting to work at home with materials so that they feel a sense of participation and to strengthen this area of the volunteer program.

--Now that we have things organized this far and running smoothly, we could continue to improve by having a Phase II approach--for further uses.

APPENDIX BB

PROGRAM EVALUATION FORM FOR VOLUNTEERS

RESULTS

Please rate your satisfaction with the volunteer program by circling one of the seven numbers opposite each statement. Additional comments regarding the program are encouraged.

STATEMENTS followed by mean scores:

1. I feel that my time is well spent (6.5).
2. The general orientation program I attended helped me understand the volunteer's role (6.4).
3. The training I receive regarding tasks to perform is sufficient (6.8).
4. The tasks/activities I do reflect my interests, skills, and abilities (6.0).
5. I enjoy the tasks/activities I do (6.5).
6. The staff seem to appreciate my efforts (6.9).
7. The students seem to enjoy having me here (6.8).
8. I feel that the volunteer program strengthens home/school relations (6.9).

Please take time to complete the following statements:

1. The aspects of my volunteer service I enjoy the most include . . .

   --feeling useful and helpful

   --working with small groups of children in the language arts area

   --being in the classroom, being visible to my daughter, and feeling that I am of some use

   --simply being around the children and being able to satisfy my daughter's pleasure in having me volunteer

--seeing my son interacting in a school setting

--working with children in small groups and getting to listen to their comments. I also like being able to talk to the teachers on a weekly basis concerning my child's development.

--gaining a better understanding of the school program and my child's experience in it

--the children's appreciation of my presence

--working directly with the students

--The children seem to look forward to working and doing the activities with me. I love to see the reactions of the children with the different activities (e.g., the plaster as it thickens, finger painting, etc.).

--working with the children; any activity is enjoyable

--getting to know the children and being able to work with them individually and in small groups

--reading to children, cooking, outside activities

--being allowed to volunteer in the area I prefer

--seeing the progress the children make with the extra attention

--seeing the benefits and enjoyment that the children receive from the program; also being able to see first hand the program designed for the children and the techniques used to promote learning

--interacting with the children and helping them with activities; being involved with the program in general so that I can keep up with what is going on in school

--being a part of whatever the children may be working on

--knowing that every child at some time is getting that little extra attention to work on something with which he or she may be experiencing difficulty

--working with the children and your fantastic staff--watching the children develop

--the opportunity to be involved with my own child's program as well as the opportunity to work with the children and to observe their constant improvement and maturity as the months progress

--being able to participate in the on-going school process

2. The aspects of my volunteer service I enjoy the least include . . .

--having to leave the house at 7:30!

--Though I feel OK with it all, perhaps I would have liked to experience other subject matters as well

--doing paperwork rather than working with individual children

--I've encountered no major problems yet.

--I'd like to vary my activities more.

--At times teaching the same skill for two hours becomes redundant and uninteresting; I enjoy learning how to work with various materials and aids so that each week I can do different activities with the children and it holds my interest as well as theirs.

--seeing the conduct of the children at mealtime

--repetition of the same activity for all four groups

--The more activities I am given to do, the more I enjoy my time spent volunteering.

--There hasn't been anything I didn't enjoy.

--When my help really isn't needed, I feel as though my time and effort are wasted.

3. I suggest that to improve the program . . .

--Volunteers could be given an overview of the tasks to be accomplished.

--Recruit more volunteers--the more parents you have, the more favorable the teacher/pupil ratio, thus increasing individual attention.

--more parent volunteers

--more volunteers

--Provide more one-to-one instruction with children who need extra help in certain areas.

--Regretfully, I missed the orientation meeting. Any guidelines for showing us better ways to help would be helpful and appreciated.

--Although I understand the need for each group to move to the four interest centers, I would like to spend more time with my child in the different areas. Other moms feel the same way.

4. Other comments or observations:

--I am very much pleased with the entire program and all the teachers.

--The program seems to be running very smoothly. The teachers are appreciative, and the children are enjoying the volunteers and seem to be gaining from the extra help.

--I volunteer my time for many reasons. I feel the need is there to provide more individual help. I am at school for only a short period of time, but it has been a positive experience for me each time. The teachers have been friendly and helpful and receptive to me and any help I may be able to give.

--I try to put as much time as I can into the volunteer program and strongly suggest this type of program continue. Not only does it strengthen home/school relationships, but it provides participants with insight as to how their children are being educated.

--The children need more hugging and caring. They respond to it.

--I enjoy the volunteering immensely.

--I wish I had time to do more volunteering.

--Thank you for letting us pad around underfoot. It's been a glorious experience.

--The thanks really go to you! Thank you for the opportunity you have given me. I truly enjoy myself.

--I've really been pleased with all aspects of the volunteer program. It's been a great experience. I'll do it again.

--I feel very fortunate that I am able to participate in my child's school program. I would hope that the volunteer system continues and that parents are made more aware of the value of helping out in the classroom.

APPENDIX CC

COVER LETTER: EVALUATION SURVEY RESULTS

March 1985

To: Lower School Staff

From: Virginia Haley
Parent Volunteer Coordinator

Re: Mid-Year Evaluation of Parent-Volunteer Program

RESULTS: Evaluation by Volunteers
Evaluation by Teachers

Attached are results of the two evaluation surveys recently administered to participants in the Parent Volunteer Program. Results are based on forms completed by 12 teachers and 26 parent (grandparent) volunteers working or having worked in the classroom on a more or less regular basis.

All responses have been included--even very similar responses--in an attempt to convey areas and aspects of the program of most interest/concern to participants.

Please take time to read the results, particularly the responses of the volunteers themselves. They reveal themselves to be a particularly positive group--people who appreciate the Lower School program and especially you--the staff.

A personal thanks to each of you for your interest in completing the Evaluation Form for Teachers and for your most successful work with the parent volunteers. As indicated by so many of the volunteers' comments, your efforts are certainly appreciated.

Sincerely,

Virginia Haley

APPENDIX DD

GUIDELINES FOR VOLUNTEERS: FIELD TRIPS

Post Office Field Trip

1. Thank you for helping to make this most interesting trip possible.

2. Purpose of trip: In our unit on communication we are studying verbal communication and its extension through telephones as well as written communication and its extension through the postal system. Through classroom and field trip activities, each child will be writing a letter and following its passage through the system.

   You can help by pointing out to the children that their letters will be going through the cancelling machine in their turn, etc.

3. Vocabulary:

written communication	clerk	dispatch
letters	window	throw up
mail	slot	case
22¢ stamps	7-ton, 5-ton, and 2-ton trucks	branch station office
cancel	jeeps	main station office
postal worker	post office boxes	
letter carrier		

   as well as other terms introduced during the tour.

4. You will supervise _____ children. The dots on their tags will match the dot on yours. Count noses frequently.

5. During the trip, talk with your group of children about what they are seeing. Frequently repeat the names of things and also repeat or retell information that's been given by the guide. Encourage questions and stimulate curiosity with your own questions. ("I wonder how that works?" "Why do you think she is doing that?")

6. Anticipate situations such as puddles, mud, or obstacles in the path. Prepare children so impending difficulties may be avoided. We find it best to tell the children what to do, such as "Take a big, big step over the puddle" instead of saying "Don't step in the puddle."

7. Children must be with adults at all times. Each class and group should stay together. Watch for children who may need individual attention and supervise them closely. Some children may feel unsure in new situations. Comfort them, hold their hands, smile.

8. Be sure that each child in your group has used the bathroom before the trip.

9. Rules for children:

   a. Stay with your partner.

   b. Always walk--never run.

   c. Stay with an adult at all times.

   d. Listen to learn new information.

   Reminder to parents:

   On today's trip, please walk on the outside (traffic side) of the children.

10. Have fun. Enjoy what you're doing and share your enthusiasm. Then the children will share your enjoyment.

Zoo Field Trip

1. Thank you for helping to make this exciting trip possible. Children get much more out of a trip when they can talk about it with an adult and get answers to their questions.

2. Purpose of trip: Field trips are an excellent means of expanding children's knowledge of the world around them, and the ZOO is just about everyone's favorite special outing! Animals provide a continuing source of fascination and delight to young children especially.

   Today the children will be observing many animals, thereby increasing their understanding of what certain animals look like, how they live, what they eat, their habits, their babies, etc.

3. Vocabulary:

animal names	nocturnal
baby animal names	tram
habitat	guide
carnivorous	

4. You will supervise _____ children. The dots on their tags will match the dot on yours. Count noses frequently.

5. SCHEDULE:

   8:30 - 9:30 --- Leave school/arrive at zoo
   9:30 - 10:00 --- Walk to tram/bathroom/snack
   10:00 - 10:40 --- Tram ride
   10:40 - 11:00 --- Walk to classroom
   11:00 - 11:30 --- Classroom presentation
   11:30 - 12:00 --- Walk around, feed fish, get drinks (water), wash up, sit down for lunch
   12:00 - 12:30 --- LUNCH
   12:30 - 12:45 --- Bathroom/ walk to bus
   12:45 - 1:30 --- Return trip

6. During the trip, talk with your group of children about what they are seeing. Frequently repeat the names of animals and other things and also repeat or retell information that's been given by the guide. Encourage questions and stimulate curiosity with your own questions. ("I wonder how that works?" "Why do you think she is doing that?")

7. Anticipate situations such as puddles, mud, or obstacles in the path. Prepare children so impending difficulties may be avoided. We find it best to tell the children what to do, such as "Take a big, big step over the puddle" instead of saying "Don't step in the puddle."

8. Children must be with adults at all times. Each class and group should stay together. Watch for children who may need individual attention and supervise them closely. Some children may feel unsure in new situations. Comfort them, hold their hands, smile.

9. Toileting in public places must be supervised very carefully. Go to the bathroom as a group whenever possible. If necessary, find another adult to supervise those children who are waiting.

10. Rules for children:

    a. Always sit down on the bus and tram.
    b. Stay with your partner.
    c. Always walk--never run.
    d. Stay with an adult at all times.
    e. Listen to learn new information.

    Reminders to adults:

    a. Be conscious of the number of children in your group and count them frequently.
    b. Concentrate on the children in your care and avoid being distracted by conversations with other adults.
    c. On the tram please sit on the ends of the seats so that the children are between adults.
    d. Encourage the children to LISTEN to the information presented during the tram ride and the baby animal show.

11. Have fun. Enjoy what you're doing and share your enthusiasm. Then the children will share your enjoyment.

APPENDIX EE

FUNDRAISING: BAKE SALE ANNOUNCEMENT

Where's The Goodies?

136

Pre-Kindergarten IV BAKE SALE

Wednesday --- March 13th

University School --- Gym

Lunchtime & After school

Thank you for your Support!!

Hi Parents!

We, the Pre-k IV Parents, are sponsoring our First Annual Bake Sale!!

Our goal is to raise funds for special projects in our Pre-K this year!!

We need Volunteers! If you can help, please sign below and return to your child's teacher

Name _____ Telephone _____

☐ I can donate something for our bake sale— either store-bought or home-made. Brownies, cookies pies, cakes etc. Please send in the item to school on March 13th, in the early morning, in a non-returna container.

☐ I would like to participate, selling our bake goods either at lunchtime or after school or March 13th

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☐ other

472-1734

791-5980

Pre-K IV

APPENDIX FF

BAKE SALE: THANK YOU

Dear Parents,

We would like to extend a great big .....

THANK YOU

to each and everyone of you!

Our 1st Annual Bake Sale was a tremendous success!!! because of your support and participation - (not to mention all your delicious baked goods!) The children had an active part in this event, and really appreciated the effort that you so willingly gave.

Thank you again,

"The Bake Sale Committee"

BEST COPY AVAILABLE

The University School of Nova University
7500 S.W. 36th Street, Fort Lauderdale, Florida 33314 305/475-7500

Joseph D. Randazzo
Headmaster
Robert C. Miles
Assistant Headmaster

DIRECTORS
Joan A. Gelormino
Lower School
Amanda H. Griggs
Middle School
Robert C. Miles
Upper School
Sherry Solomon
Admissions

APPENDIX GG

KINDERGARTEN PLAYGROUND REBEAUTIFICATION PROJECT

Reminder

March 14, 1985

Dear Kindergarten Parents:

On Saturday, March 16th, the Kindergarten playground will be resodded to provide a play surface for new playground areas. Kindergarten staff and parents are in the process of designing and planning for the construction of these play spaces. The purpose of this letter is to encourage your participation and suggestions.

PLEASE COMPLETE REVERSE SIDE AND RETURN BY TOMORROW, WEDNESDAY 3/20.

We are very excited about this project and seek your assistance. Please complete the attached form and return it to your child's teacher.

Thank you for your support and encouragement. Your contribution of time and efforts are appreciated.

Sincerely,

Lower School Staff

REMEMBER: Can You Help? Saturday, April 27 and Sunday, April 28, Lower School Parent and Staff Playground Project

/eh

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March 14, 1985

LOWER SCHOOL PARENT AND STAFF PLAYGROUND PROJECT

___ I have ideas to share. Please contact me.

___ I am available to help in the playground construction project on Saturday, April 27th.

___ I am available to help with the playground construction project on Sunday, April 28th.

___ I can provide refreshments for the playground crew.

___ I would like to donate building materials necessary for the playground.

___ I am sorry I cannot participate at this time. I am returning this form to let you know I support your Playground Project efforts.

_____ _____

Parent's Name Telephone #

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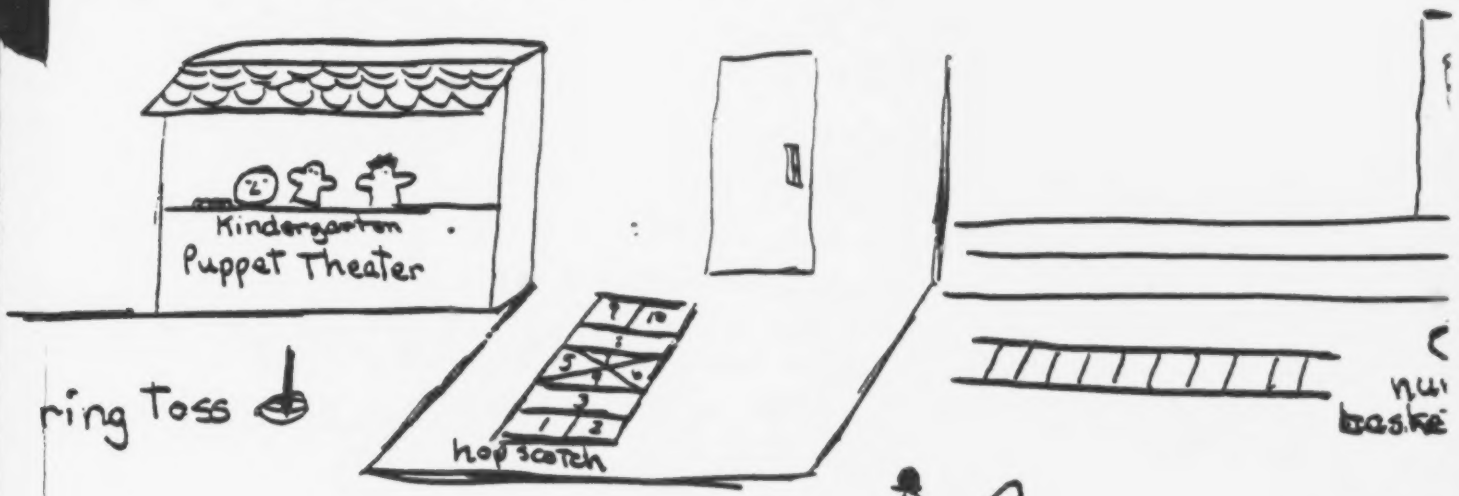
Possible ideas for creative play ... -
the kindergarten play ground.

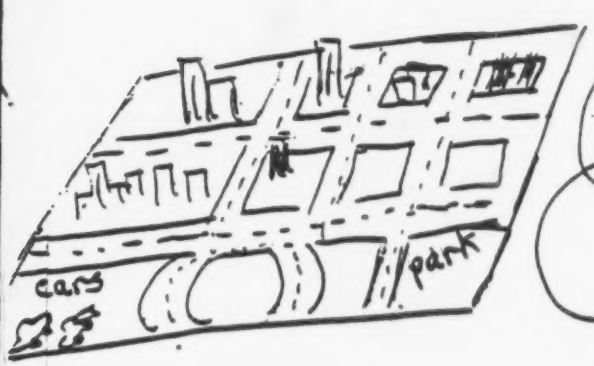


ring Toss

T-ball

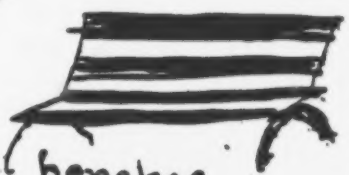
balance beams

Other Ideas ??



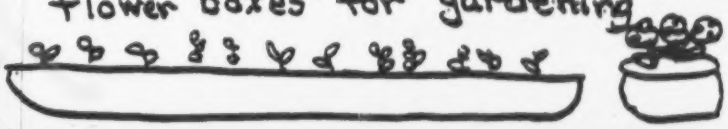
concrete city for cars

table and bench in the shade



benches for teachers and kids

flower boxes for gardening



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We Welcome Family and Friends to Attend.....

THE KINDERGARTEN'S ANNUAL

SPRING PRODUCTION

REMINDER

DATE: WEDNESDAY, MARCH 27th, 1985

PLACE: CAFETORNASIUM

TIME: 9:00 AM

ADMISSION: TWO (2) FILLED GREEN STAMP BOOKS

(This donation will go towards the re-beautification of our playground)

GREEN STAMPS ARE GREAT FOR: _____

_____

_____

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EVERYONE'S A WINNER

UNIVERSITY SCHOOL

UFO Presents..

FIRST..... $500.00 Cash Prize

SECOND..... ONE Three Week Summer Camp Session at University School

THIRD..... Miscellaneous Items

The Proceeds to Benefit Playground Beautification Project

DONATION: $2.00 per ticket... or you may purchase a book of five tickets for $10.00

Dedicated parent volunteers have set-up a table by the Kindergarten door to offer you a chance to help yourself (possibly $500 worth) as well as many University School children. We realize some parents are unaware of this great opportunity. We would appreciate your support in this endeavor. If you would like to purchase a chance, please fill in and detach the bottom portion of this letter, enclose the money for your chances, and return it in a sealed labeled envelope to Kevin Baxter--Kindergarten area. We will gladly send you the stubs in a sealed envelope via your child.

GOOD LUCK - THANKS FOR THE SUPPORT

- -

NUMBER OF TICKETS:_____ @ $2.00 TOTAL: _____

NAME: _____
(Please print)

ADDRESS: _____

_____

PHONE: _____ GRADE: _____

We accept cash. Please make checks payable to UFO to be returned with tickets. Thank you so much for your support.

Please place these stubs in a safe place until the drawing on May 26th.

Remember, work days are Saturday, April 27th and Sunday, April 28th.

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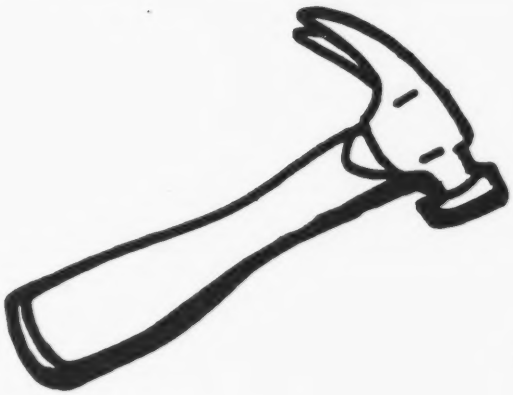
The University School of Nova University



THE BIG WEEKEND IS FINALLY HERE .....

After weeks of planning, drawing and designing additions for our playground, the WORK DAYS have arrived. We are now depending on our hard working dedicated volunteers to make these plans a reality.

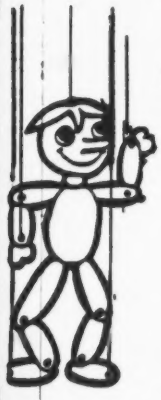
This SATURDAY AND SUNDAY, APRIL 27th and 28th, from 9:00 AM until 4:00 PM, the University School parents will be hard at work. Because of the use of power equipment and electrical cords going around the play area, we are asking that NO CHILDREN BE PRESENT on the workdays. Projects will be child safe and ready for use by children on Monday morning. Please take time to admire our finished products.

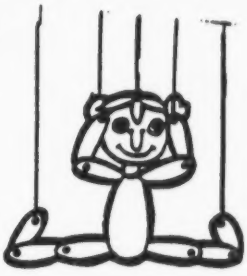
The fund raising tickets are still available. The more we distribute, the more we can do to improve the playground for the children. We will continue to offer tickets for a $2.00 donation until Friday, May 24th. Ask any teacher for information if you are interested.

The drawing will be held on Sunday, May 26th. To make it a fun family day, we are planning a Pool Party from 11:00 to 2:00 PM. You are all invited to bring a box lunch. Desserts and coffee will be on sale (proceeds going towards the Playground Rebeautification Project).

We are still interested in donations of small playground equipment such as balls, jump ropes, ring toss games, puppets or games of any sort.

Thank you again for your interest and support. If you have any questions, please call Jodi Baxter at 475-7568.





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APPENDIX HH

PARTICIPANT EVALUATION CHECKLIST

Parent Volunteer Program

In order to revise and strengthen the Parent Volunteer Program for next year, it is necessary once again that I obtain your input.

Please read the following items and identify by checking ( ) those which you feel to represent areas of continued weakness in the existing program. After checking all such items, please go back and number--using numbers 1 through 5--those areas which you feel to be of top priority (i.e., areas in need of further emphasis, expansion, or any type of modification).

I THINK . . .

____ the program needs more volunteers

____ attendance at one orientation session for volunteers should be mandatory

____ orientation sessions for new volunteers should be held every two months

____ orientation sessions for volunteers should put stronger emphasis on

- ____ professional ethics
- ____ attendance/punctuality
- ____ University School program philosophy and goals
- ____ instructional processes and objectives
- ____ open lines of communication
- ____ conflict resolution procedures

____ more emphasis should be put on activities volunteers can do at home, particularly

- ____ sewing
- ____ baking
- ____ preparing instructional materials
- ____ telephoning
- ____ other (please explain)

____ a greater variety of fund-raising activities should be available to interested parents

____ additional instructional materials--ones that can easily be used by parent volunteers--are needed

____ additional clarification of the teacher's role in the parent volunteer program is needed

____ additional clarification of the parent volunteer's role is needed

____ the program still does not adequately tap the great wealth of parent talent

____ a bi-monthly parent volunteer newsletter is needed

____ teachers need more instruction in training volunteers to do tasks

____ teachers should provide a greater variety of tasks for parent volunteers

____ workshops/meetings for teachers should be held periodically to

____provide additional knowledge and skill in management techniques
____encourage networking and sharing of ideas, information, human resources
____explore conflict resolution procedures
____explore and remedy program pitfalls

____ periodic workshops/meetings for volunteers should be held to

____provide additional training in specific tasks
____provide an overview of changing teacher/student needs
____explore conflict resolution procedures
____explore and remedy program pitfalls

____ written guidelines for teachers to assist them in using parent volunteers are needed

___ written guidelines for volunteers to assist them in working with teachers and students are needed

I WOULD LIKE TO ADD THAT . . .

Thank you for your assistance in helping plan a successful program.

Virginia Haley
Parent Volunteer
Coordinator

MEMO: LOWER SCHOOL STAFF

MEMO MEMO MEMO MEMO MEMO MEMO MEMO

To: Lower School Staff

From: Virginia Haley
Parent Volunteer Coordinator

Re: Meeting of Lower School Staff
April 30, 1985 -- 2:45 p.m.
Kindergarten Area

Agenda: 1) On-the-spot completion of end-of-the-year evaluation of the Parent Volunteer Program

2) brainstorming/planning an end-of-the-year event honoring parent volunteers

In order to accomplish as much as possible in as little time as necessary, please compile ahead of time:

1) a list of those people who have volunteered with you during the year along with brief descriptions of the types of activities they did; include activities done outside of the classroom, such as preparing instructional materials, designing stage sets, fund-raising--anything you feel constitutes a contribution that should be recognized

2) ideas for an event recognizing volunteers for their participation; I am leaning toward a short, simple, inexpensive afternoon event which heavily involves the children in planning and presentation--but I'm open to any suggestions.

As a token of my appreciation of your participation in this year's program and in recognition of the extra time and efforts required by my practicum project, refreshments will be served.

See you tomorrow at 2:45.
Thanks.

Virginia

MEMO MEMO MEMO MEMO MEMO MEMO MEMO

APPENDIX JJ

VOLUNTEER EVENT: PAPERWORK

147

INVITATION (folded 8½" x 11" paper)

ABOVE -- cover design

BELOW -- inside text

We are plannning a party-- Just for you.

It will be on Tuesday, June 4, 1985, at 1:30 pm.
In our building.

We are making snacks and decorations and learning
a new song-- just for you.

Please come.

THE PRE K KIDS

UNIVERSITY SCHOOL OF NOVA UNIVERSITY

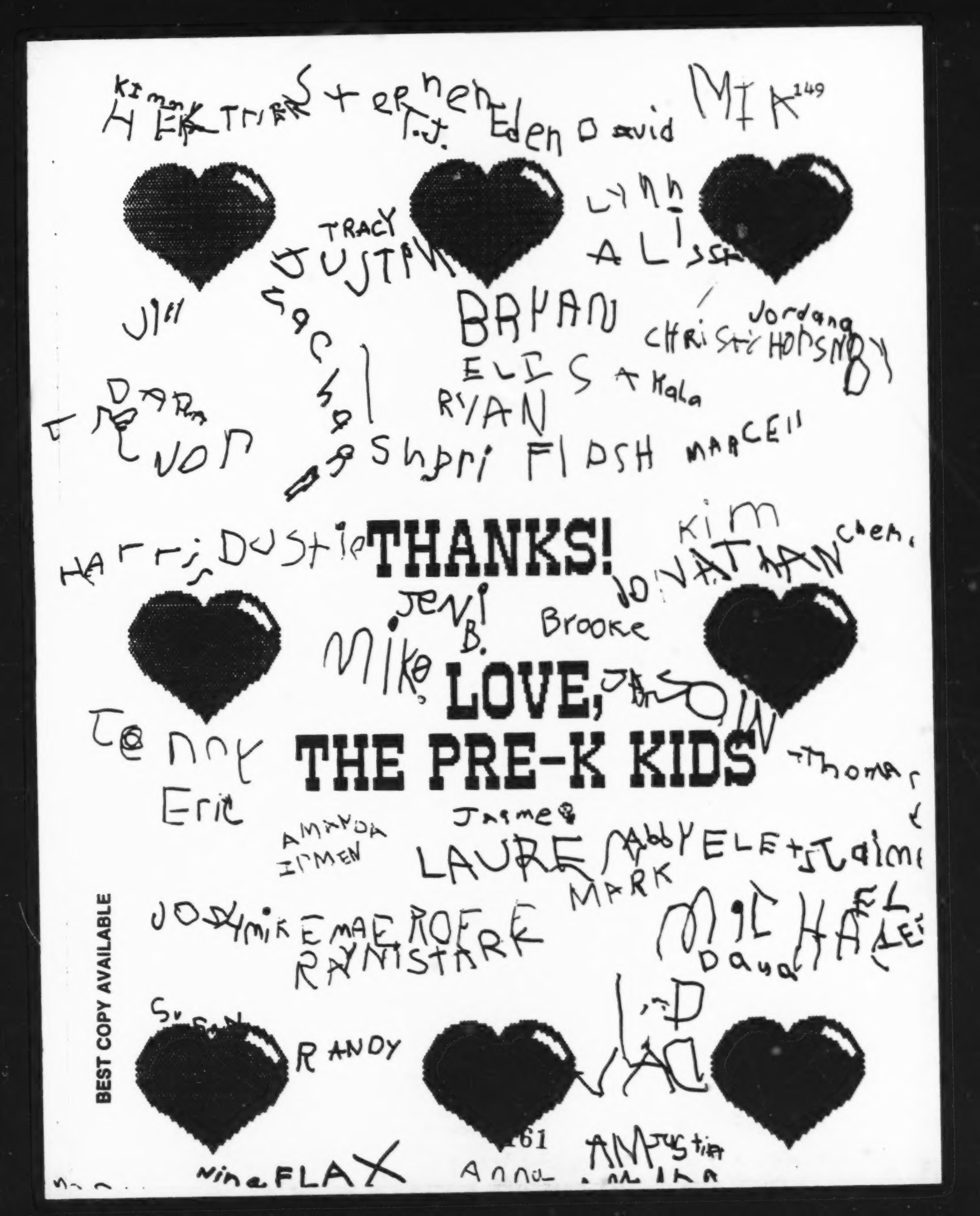
CERTIFICATE OF APPRECIATION

_____

is awarded this certificate in appreciation
of valuable contributions to the
LOWER SCHOOL PARENT VOLUNTEER PROGRAM
with gratitude, thanks, and love.

Signed_____

_____


THANKS!
LOVE,
THE PRE-K KIDS
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APPENDIX KK

PARTICIPANT EVALUATION CHECKLIST: TEACHER RESULTS

PARTICIPANT EVALUATION CHECKLIST

Parent Volunteer Program

RESULTS--TEACHERS' Responses

In order to revise and strengthen the Parent Volunteer Program for next year, it is necessary once again that I obtain your input.

Please read the following items and identify by checking (✓) those which you feel to represent areas of continued weakness in the existing program. After checking all such items, please go back and number--using numbers 1 through 5--those areas which you feel to be of top priority (i.e., areas in need of further emphasis, expansion, or any type of modification).

I THINK . . .

#15 the program needs more volunteers

#1 attendance at one orientation session for volunteers should be mandatory

#5 orientation sessions for new volunteers should be held every two months

#3 orientation sessions for volunteers should put stronger emphasis on

- B professional ethics
- A attendance/punctuality
- F University School program philosophy and goals
- D instructional processes and objectives
- C open lines of communication
- E conflict resolution procedures

#8 more emphasis should be put on activities volunteers can do at home, particularly

- C sewing
- ___ baking
- B preparing instructional materials
- A telephoning
- ___ other (please explain)

* #2 a greater variety of fund-raising activities should be available to interested parents

#12 additional instructional materials--ones that can easily be used by parent volunteers--are needed

*COMMENT: One parent volunteer should head a committee in charge of bi-monthly fundraising activities from the beginning of the school year.

#11 additional clarification of the teacher's role in the parent volunteer program is needed

#14 additional clarification of the parent volunteer's role is needed

#6 the program still does not adequately tap the great wealth of parent talent

#13 a bi-monthly parent volunteer newsletter is needed

#11 teachers need more instruction in training volunteers to do tasks

#15 teachers should provide a greater variety of tasks for parent volunteers

#4 workshops/meetings for teachers should be held periodically to

C provide additional knowledge and skill in management techniques
A encourage networking and sharing of ideas, information, human resources
D explore conflict resolution procedures
B explore and remedy program pitfalls

#7 periodic workshops/meetings for volunteers should be held to

A provide additional training in specific tasks
D provide an overview of changing teacher/student needs
B explore conflict resolution procedures
C explore and remedy program pitfalls

#10 written guidelines for teachers to assist them in using parent volunteers are needed

#9 written guidelines for volunteers to assist them in working with teachers and students are needed

I WOULD LIKE TO ADD THAT . . .
--The program was a wonderful success and the volunteers were great!
--The volunteer program has been a very positive addition to the Lower School program and has been beneficial for both teachers and parents.
--The Parent Volunteer Program is super--keep it up!
--One person should be in charge of the Parent Volunteer Program on a rotating yearly basis and acknowledged by the school via a stipend.
--Great job--hope the program continues.

Virginia Haley
Parent Volunteer Coordinator

APPENDIX LL

PARTICIPANT EVALUATION CHECKLIST: VOLUNTEER RESULTS

PARTICIPANT EVALUATION CHECKLIST

Parent Volunteer Program

RESULTS--Volunteers' Responses

In order to revise and strengthen the Parent Volunteer Program for next year, it is necessary once again that I obtain your input.

Please read the following items and identify by checking (✓) those which you feel to represent areas of continued weakness in the existing program. After checking all such items, please go back and number--using numbers 1 through 5--those areas which you feel to be of top priority (i.e., areas in need of further emphasis, expansion, or any type of modification).

I THINK . . .

#3 the program needs more volunteers

#1 attendance at one orientation session for volunteers should be mandatory

#9 orientation sessions for new volunteers should be held every two months

#7 orientation sessions for volunteers should put stronger emphasis on

- C professional ethics
- E attendance/punctuality
- B University School program philosophy and goals
- A instructional processes and objectives
- D open lines of communication
- F conflict resolution procedures

#10 more emphasis should be put on activities volunteers can do at home, particularly

- D sewing
- B baking
- A preparing instructional materials
- C telephoning
- ___ other (please explain)

#5 a greater variety of fund-raising activities should be available to interested parents

#13 additional instructional materials--ones that can easily be used by parent volunteers--are needed

#17 additional clarification of the teacher's role in the parent volunteer program is needed

#12 additional clarification of the parent volunteer's role is needed

#4 the program still does not adequately tap the great wealth of parent talent

#11 a bi-monthly parent volunteer newsletter is needed

#14 teachers need more instruction in training volunteers to do tasks

#8 teachers should provide a greater variety of tasks for parent volunteers

#16 workshops/meetings for teachers should be held periodically to

C provide additional knowledge and skill in management techniques
B encourage networking and sharing of ideas, information, human resources
D explore conflict resolution procedures
A explore and remedy program pitfalls

#2 periodic workshops/meetings for volunteers should be held to

B provide additional training in specific tasks
A provide an overview of changing teacher/student needs
D explore conflict resolution procedures
C explore and remedy program pitfalls

#15 written guidelines for teachers to assist them in using parent volunteers are needed

#6 written guidelines for volunteers to assist them in working with teachers and students are needed

I WOULD LIKE TO ADD THAT . . .

--I am very pleased with the part I have played in the volunteer program and plan to continue volunteering next year.

--Special thanks to faculty and staff for allowing parent volunteers in the classroom and for providing such a rewarding interaction between home and school.

Comments are continued on the following page.

Additional purposes for workshops/meetings for volunteers included

--providing constructive feedback from teachers as needs change throughout the year

--discussing child development and project goals

--making instructional materials

OTHER COMMENTS:

Keeping communication open between teachers and parents is important. If assigned a task, parents should be guided by teachers' comments--good and bad--for the benefit of the children.

Perhaps the introductory orientation meeting(s) could be in the form of a workshop--before the term begins or after school hours--to train volunteers in tasks and thus free the teacher from having to train parent volunteers with a roomful of children.

A volunteer meeting with teachers about one month into the volunteer program would help clarify the role the volunteer is playing.

Workshops could be held for those parents interested in making instructional materials.

My experience as a volunteer has been smooth and, I feel, helpful to the program; volunteer parents without teaching experience may need much more training.

There are many mothers out there who are certified teachers and could be of great help to the school both in making instructional materials and in actual teaching of small groups.

APPENDIX MM

PARTICIPANT EVALUATION CHECKLIST: DISSEMINATION

PARTICIPANT EVALUATION CHECKLIST

RESULTS

Thank you for taking the time to complete evaluation forms for the Parent Volunteer Program.

Following is a condensed version of results for your interest and information. I have included only the 5 items to be considered top priority by each of the two groups of participants as well as additional comments made by individuals.

TEACHERS' RESPONSES

1. Attendance at one orientation session for volunteers should be mandatory.

2. A greater variety of fundraising activities should be available to interested parents.

3. Orientation sessions for volunteers should put stronger emphasis on

   A. Attendance/punctuality
   B. Professional ethics

4. Workshops/meetings for teachers should be held periodically to

   A. Encourage networking and sharing of ideas, information, and human resources

   B. Explore and remedy program pitfalls

5. Orientation sessions for new volunteers should be held every two months (or as necessary).

Additional comments by teachers:

--One parent volunteer should head a committee in charge of bi-monthly fundraising activities from the beginning of the school year.

--One person should be in charge of the Parent Volunteer Program on a rotating yearly basis and acknowledged by the school via a stipend.

--The volunteer program has been a very positive addition to the Lower School program and has been beneficial for both teachers and parents.

--The program was a wonderful success and the volunteers were great!

--The Parent Volunteer Program is super--keep it up!

--Great job--hope the program continues.

VOLUNTEERS' RESPONSES

1. Attendance at one orientation session for volunteers should be mandatory.
2. Periodic workshops/meetings for volunteers should be held to
   A. Provide an overview of changing teacher/student needs
   B. Provide additional training in specific tasks
3. The program needs more volunteers.
4. The program still does not adequately tap the great wealth of parent talent.
5. A greater variety of fundraising activities should be available to interested parents.

Additional comments by volunteers:

--Workshops/meetings for volunteers could also focus on
   A. providing constructive feedback from teachers as needs change throughout the year
   B. discussing child development and project goals
   C. making instructional materials

--Keeping communication open between teachers and parents is important. If assigned a task, parents should be guided by teachers'comments--good and bad--for the benefit of the children.

--Perhaps the introductory orientation meeting(s) could be in the form of a workshop--before the term begins or after school hours--to train volunteers in tasks and thus free the teacher from having to train parent volunteers with a roomful of children.

--A volunteer meeting with teachers, held about one month into the volunteer program, would help clarify the role the volunteer is playing.

--Workshops could be held for those parents interested in making instructional materials.

--My experience as a volunteer has been smooth and, I feel, helpful to the program; volunteer parents without teaching experience may need much more training.

--There are many mothers out there who are certified teachers and could be of great help to the school both in making instructional materials and in actual teaching of small groups.

--There are many fundraising activities available, but few volunteers to fill the roles.

--I feel strongly on allowing volunteers to get materials prepared at home for special projects so as not to take away from the children's creative time during the day.

--I am very pleased with the part I have played in the volunteer program and plan to continue volunteering next year.

--Special thanks to faculty and staff for allowing parent volunteers in the classroom and for providing such a rewarding interaction between home and school.

Thanks once again for contributing to the on-going success of our program.

Virginia Haley
Parent Volunteer Coordinator

APPENDIX NN

VOLUNTEER HOURS THROUGH MAY 10, 1985

Hours of Service

(Year: October 22--May 10)

	PS	PK	K
Instruction	60	547	405
Enrichment	40	228	245
Home	40	125	78
Parties/ Special Occasions	42	154	80
Field Trips	60	177	96
Swimming Supervision	72	52	0
Fundraising	0	57	10
Other	0	0	190*
TOTALS	314	1340	1104

*(NOTE: Kindergarten Playground Rebeautification)

APPENDIX OO

REQUEST FOR PERMISSION TO DUPLICATE

May 29, 1985

Mr. Ronald S. Brandt
Executive Editor
Educational Leadership
225 N. Washington Street
Alexandria, VA 22314

Dear Mr. Brandt:

I am a doctoral candidate in the Early Childhood Education program at Nova University.

In my recently completed practicum report, I included in my appendices the "Parent Involvement Continuum" from an article--"A Conceptual Framework for Parent Involvement"--written by Barbara Tucker Cervone and Kathleen O'Leary and published on pages 48-49 of the November 1982 issue of your journal.

I have been notified that the University would like to submit the practicum report for possible inclusion in the ERIC retrieval system. Therefore, I am seeking written permission to use this chart in the report.

I would appreciate your assistance and cooperation in granting such permission. Please advise me at your earliest convenience as to the appropriate procedure.

Sincerely,

Virginia A. Haley

PERMISSION TO DUPLICATE

May 29, 1985

Mr. Ronald S. Brandt
Executive Editor
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225 N. Washington Street
Alexandria, VA 22314

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I would appreciate your assistance and cooperation in granting such permission. Please advise me at your earliest convenience as to the appropriate procedure.

Sincerely,

Virginia A. Haley

Virginia A. Haley

Deborah Johnson

Deborah Johnson
Permissions Editor
July 8, 1985

ASSOCIATION FOR SUPERVISION
AND
CURRICULUM DEVELOPMENT

225 North Washington Street
Alexandria, VA 22314

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The University School of Nova University
7500 S.W. 36th Street, Fort Lauderdale, Florida 33314 305/475-7500

Joseph D. Randazzo
Headmaster
Robert C. Miles
Assistant Headmaster

DIRECTORS
Joan A. Gelormino
Lower School
Amanda H. Griggs
Middle School
Robert C. Miles
Upper School
Sherry Solomon
Admissions

APPENDIX QQ

LETTERS FOR DISSEMINATION

May 10, 1985

Dr. Joseph Randazzo, Headmaster
The University School
7500 S.W. 36th Street
Fort Lauderdale, FL 33314

Dear Dr. Randazzo:

I have recently submitted a written report to the faculty of the Early Childhood Education Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in this report was to strengthen and expand the existing parent volunteer program in the Lower School of the University School. The revised program endeavored to provide both teacher and volunteer satisfaction by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers.

I am enclosing a copy of the abstract of this project's report.

If you have any questions or wish to receive further information regarding this project, please feel free to contact me at 475-7568. Thank you.

Sincerely,

Virginia A. Haley

Accredited by the Southern Association of Colleges and Schools and by the Florida Council of Independent Schools.

The University School of Nova University
7500 S.W. 36th Street, Fort Lauderdale, Florida 33314 305/475-7500

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Lower School
Amanda H. Griggs
Middle School
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Upper School
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Admissions

May 10, 1985

Mr. Jim Schroeder
The University School
3251 N.W. 101st Avenue
Coral Springs, FL 33065

Dear Mr. Schroeder:

I have recently submitted a written report to the faculty of the Early Childhood Education Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in this report was to strengthen and expand the existing parent volunteer program in the Lower School of the University School. The revised program endeavored to provide both teacher and volunteer satisfaction by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers.

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May 10, 1985

Mrs. Charlotte Oberman
Volunteer Coordinator
Nova Blanche Forman Elementary School
3521 Davie Road
Davie, FL 33314

Dear Mrs. Oberman:

I have recently submitted a written report to the faculty of the Early Childhood Education Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in this report was to strengthen and expand the existing parent volunteer program in the Lower School of the University School. The revised program endeavored to provide both teacher and volunteer satisfaction by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers.

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Sincerely,

Virginia A. Haley
Volunteer Coordinator

Accredited by the Southern Association of Colleges and Schools and by the Florida Council of Independent Schools.

MEMO: ABSTRACT

MEMO

RE: Lower School Parent Volunteer Program

TO:

I have recently submitted a written report to the faculty of the Early Childhood Education Program of Nova University in candidacy for the degree of Doctor of Education.

The goal of the program detailed in the report was to strengthen and expand the existing parent volunteer program in the Lower School of the University School. The revised program endeavored to provide both teacher and volunteer satisfaction by matching the specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers.

I have attached a copy of the abstract of this project's report.

If you have any questions or wish to receive further information regarding this project, please feel free to contact me at 475-7568. Thank you.

Virginia Haley